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ABSTRACT

This lengthy report evaluates a new staffing plan that was implemented by the Eugene (Oregon) School District during the 1975-76 school year. The purpose of the report is to determine the impact of the new staffing plan on the staff size and programs of each district school. The first section of the report presents a brief history of the new staffing plan and is followed by a section describing the methods used to carry out the evaluation study. The third section focuses on the number of district staff members affected by the new plan. It lists staffing totals by school for 1974-75 and 1975-76, notes the differences between the two years, and then determines how much of the change is due to the new staffing policy. The next three sections attempt to isolate program changes resulting from the new plan at the elementary, junior high, and senior high school levels, respectively. The summary section outlines the report's major findings, and the last section presents several recommendations from the district's evaluation department. The appendix lists and describes the data sources for all major tables in the report and presents a complete list of staff members for each district school, including the number of full-time equivalent (FTE) staff members at each school and the FTE of each individual staff member. (Author/JG)

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An Evaluation of the Ratio Staffing Plan

October 4, 1976

Evaluation Department
Research, Development and Evaluation Division
(R D & E)

SCHOOL DISTRICT 4J EUGENE PUBLIC SCHOOLS
200 North Monroe Eugene, Oregon 97402

EA 008 746

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Summary

This evaluation of the impact of the new staffing plan on changes in staff size and school programs is based on a ten-month review of the district's personnel data and interviews with all principals and other district staff members.

In February, 1975 the school board approved a new staffing plan which generally stated that the district teachers would be assigned for every 18.4 students in a school. The purpose of the new plan was to correct inequities in the way in which teachers and other staff members were assigned to schools. The new staffing plan was controversial.

In November of 1975, the Evaluation Department of the Research, Development and Evaluation Division (RD&E) initiated an evaluation of the new staffing plan. The Evaluation Department acted on its own initiative. Neither the school board nor the district's administration had asked that an evaluation be done. The Evaluation Department acted under the authority granted it by the Assistant Superintendent for Research, Development and Evaluation, although on June 21, 1976, a board member did request that an evaluation be made of the new staffing plan.

Included in this report is a brief history of the new staffing plan, and a methodology section describing the logic of the research design, defining "staff" and describing data reliability problems. These sections are followed by staffing totals by school in 1974-75 and 1975-76, and the impact of the policy on staff size. Program changes and staff sizes at elementary, junior high and senior high levels are summarized. Each school is reviewed individually and major staffing issues are discussed. Recommendations are offered and the report concludes with appendices describing data sources. This evaluation has found that:

1. Uniform and consistent reporting of staffing data by school does not now exist within the district.
2. In 1974-75, the high schools had fewer students per instructional staff person than the elementary and junior high schools. There was more inequality among elementary schools as a group than there was between the elementary, junior high and senior high levels. The

The smaller elementary schools had fewer students per instructional staff member and elementary schools with large enrollments had more students per instructional staff member.

3. In 1975-76, major strides had been made toward equality in staffing between the elementary, junior and senior high schools. The elementary and junior and senior high school levels had approximately the same student/staff ratio in 1975-76. The new plan has created equity in staff allocations between the levels.

4. The new staffing plan took approximately 20 instructional and administrative staff members from the high schools, added 16 instructional and administrative staff positions to the junior high schools, and the elementary schools gained nine instructional staff members and lost two administrators. The policy reduced staff size at the four high schools, added personnel at the eight junior highs, and had a mixed effect on the elementary schools, increasing staff size at 19 and reducing staff size at 12.

5. At the elementary school level, there remains a systematic inequality due to an incomplete implementation of the policy; smaller elementary schools were over-allocated and larger elementary schools were under-allocated instructional staff. Smaller elementary schools had fewer students per instructional staff member than larger elementary schools in 1975-76.

6. When non-district funded personnel, as well as special education personnel and students are included in the analysis, the elementary schools had fewer students per teacher than the junior and senior highs in 1975-76.

7. A majority of elementary schools have benefited from the new staffing plan and a majority reported staff approval. The plan has created more staffing flexibility and encouraged school staff involvement in curriculum and staffing decisions.

8. Elementary schools which gained the most staff members from the new plan primarily have used their staffing increase to expand auxiliary programs. Schools which lost staff members have attempted to maintain their auxiliary programs primarily by making staff reductions in regular classroom teachers.

9. Among all elementary schools, the number of regular classroom teachers has remained relatively constant from 1974-75 to 1975-76 as have student/classroom teacher ratios. The number of auxiliary specialists has increased from 118.00 to 127.51 FTE. The largest and most signigicant increase among specialty areas has been in physical education.

10. Principals in larger elementary schools said that over crowding has prevented schools from using more classroom teachers because of a lack of space for additional classrooms. Thus, some principals said, though the larger elementary schools benefited the most from the new policy, the schools did not have the flexibility to use some staff members in a manner they desired, because the staffing plan was implemented without regard to space considerations.

11. All of the junior highs benefited and all staffs were reported as approving the new plan. The plan increased the junior high administrative and instructional staff by approximately 16.00 FTE. The number of junior high students dropped by about 330 between September 1974 and September 1975, but the number of teaching positions remained the same between 1974-75 and 1975-76 because the new staffing ratio was applied. The new plan enabled most junior highs to offer more individual attention to students, especially in the teaching of reading.

12. Among all high schools, the new staffing plan decreased the size of the instructional and administrative staff by approximately 20 positions. All the high schools lost staff members, particularly Sheldon, which lost 1.5 instructional staff positions because of an enrollment drop and 5.5 staff positions because of the new plan. Sheldon lost more staff positions relative to the other high schools because in 1974-75, it had fewer students per staff than the other junior and senior high schools.

13. At the high school level, many disadvantages to the new staffing plan were reported. Most staff reductions were made in English and social studies. From 70 to 80 sections were dropped among all high schools, although only two programs--forestry at Sheldon and

drama at North Eugene--were no longer accredited due to the plan. In general, the college preparatory curriculum was affected more than career education.

14. In 1974-75, the 27 schools which gained staff had 13,016 students and 680 teachers. The 17 schools that lost teachers had 7,286 students and 421 teachers.

15. To use a 5% reserve pool of unassigned teachers rather than the 2% to 3% which is the present district practice would virtually eliminate the number of assigned staff members who have to be reassigned from schools during the fall staffing adjustment period in September.

16. In the past two years, student enrollment has not significantly changed after the second Friday in September and staffing adjustments could be made prior to September 30.

17. In 1975-76, the district's small elementary schools offered an educational program comparable in range to larger elementary schools. As a group, these schools were over staffed compared to other elementary schools, and also received substantial state and federal funded staff.

Recommendations

1. The Personnel Office and the Business Office should improve the method of recording personnel data so that accurate lists of all staff by FTE and activity in each school can be provided. Specific recommendations for doing this are included in this report. These records should be computerized and accessible to all district staff members. Successful implementation of this recommendation will require the cooperation of the Business Office, the Personnel Office, and the Oregon Total Information System (OTIS).
2. Certified job titles should be rewritten to describe the general activity or service the job holder will be providing. Job titles should not be based on what source personnel are funded through, on what school or district program they are organized under, or on the building location where the job is located. Consideration should be given to reducing the number of certified job titles.
3. The Personnel Office should consider the advisability of making a cost/benefit analysis of the present staff adjustment process in comparison to alternatives for adjusting staff. If the present system is maintained with the current rate of error in enrollment projections, then the amount of staff held in the unassigned, reserve pool should be expanded to 5% of the total budgeted instructional staff. Final staffing adjustments should be made based on enrollments reported on the second Friday of each school year.
4. Data on total student FTE should be collected as part of the information schools provide in the Consolidated Classification Reports.
5. Once a reliable method of computing total student FTE is established, then the Superintendent's office should consider the advisability of assigning instructional staff on the basis of student full-time equivalency. Total enrollment, however, should continue to be used as the basis for allocating clerical and administrative support.
6. The Superintendent should examine the general issues of contact-time, student FTE, and attrition rates as they affect staff work loads.
7. The Superintendent should continue efforts to relieve the overcrowding problems in schools with high enrollment.

8. If an elementary school with fewer than 237 students is neither overstaffed nor receiving non-district funded staff, the Superintendent should study any resulting staffing problems and seek ways to solve them. Exceptions to the new staffing plan should not be granted prior to an examination.

9. The Superintendent should change the method of allocating instrumental music staff to the elementary schools.

10. The Superintendent should consider the advisability of making the following modifications to the computational basis of allocating clerical and instructional staff: (a) kindergarten students be counted as 1.00 FTE in computations to determine regular clerical staff; (b) kindergarten students be counted as .60 student FTE each in computations to determine regular instructional staff; and (c) that special education students be counted as .20 FTE in computations to determine regular instructional staff.

Introduction

The purpose of this report is to evaluate the Eugene School District's new staffing plan. Approved by the Board of Directors on February 24, 1975, the new staffing plan became policy and was implemented in the fall of the 1975-76 school year. This evaluation intends to determine the impact of the new staffing plan on the staff size and programs in each of the district's schools.

In public school districts more money is spent for salaries than for anything else. Small class sizes, in general, are considered desirable by both teachers and parents. A limited budget, however, places restrictions on the number of staff members that can be employed. Policies for assigning staff members are therefore procedures for allocating scarce resources. Because the distribution of personnel is governed by staffing procedures, the procedures themselves are directly linked to the quality of education.

Moreover, staffing procedures touch on other important concerns. The number of personnel involved is an important consideration in determining the comparative impact of programs. An understanding of different rates of educational achievement between schools and programs must take into consideration differences in staff support. And the assurance of fair and equitable work loads affects staff morale.

This report has ten sections. The introduction contains a brief history of the new staffing plan and is followed by a section describing the methods used to carry out the study. The third section, General Staffing Changes Among All Schools, 1974-75 to 1975-76, focuses on the number of staff members in the district who have been affected by the new staffing plan. It lists staffing totals by school for 1974-75 and 1975-76, notes the differences between the two years, and then determines how much of the change is due to the new policy and how much is due to enrollment changes. The next three sections attempt to isolate program changes at the elementary, junior high and senior high school levels, respectively, resulting from the change in staff caused by the new plan. The Summary section outlines the most significant findings in the report. The last section presents several recommendations from the Evaluation Department.

In order to maximize the clarity and usefulness of this report, the data sources for all major tables are described and a complete list of staff members by school as well as the FTE of each staff member and school is included. This information base can be used by readers to both verify the information contained in the report and carry out their own analyses. The Evaluation Department hopes that the report will provide useful models for organizing staffing data in the future. Uniform and consistently used recording procedures would ease the difficulty in determining the distribution of personnel in the district and allow more rapid monitoring of staffing changes as they occur.

History of the New Staffing Policy

During the fall of the 1975-76 school year, the Administrative Assistant to the Superintendent described the then-existing staffing policy in the following words: "The present system has invited an aggressive approach by principals, directors and others with numerous opportunities for inequities between schools. Accountability and budget making have been extremely difficult because staff responsibilities have not been clearly defined. There have been claims of unfair treatment for the big schools and a subsequent protest of unfair treatment for small schools. During the time that staff members are asking for Board autonomy. . . a staffing policy is being used which restricts local school autonomy."

An eleven person committee was appointed by the Superintendent in the fall of 1974. On January 31, 1975, this committee recommended that: (1) all schools in the district should be given the same staffing allotment, based on a single student/instructional staff ratio of 18.4 to 1, (2) school staffs be allowed the flexibility to decide how certified and classified staff are to be used in their buildings, and (3) school staffs be made accountable for meeting a standardized, district-wide set of educational goals and objectives. The 18.4 to 1 ratio was the average number of students per instructional staff member in the 1972-73 and 1973-74 school years.

In February, 1975, the School Board approved the first recommendation and the new policy was to be implemented with the 1975-76 school year. The new staffing plan or the Ratio Staffing Policy, as it is referred to in this evaluation, was designed to equalize the distribution of staff members at all schools. The distribution of staff members was based on the perceived desirability of providing equal adult resources to students at all levels of instruction without adding more staff; staff additions were considered improbable because of budget constraints coupled with declining student enrollments. Prior to this change and under the old staffing procedures, the senior high schools had a greater amount of district-funded staff resources and, as a result, had a lower student/instructional staff member ratio than either the elementary schools or junior high schools. The reasons for this inequality are unclear. Some sources suggest that historically, the senior high schools have had more prestige than the other grade levels and, consequently, could lay claim to more district resources. Others suggest that the more diversified and specialized curricula at the high school level required more staff members, or that course material and content is more complex, thus significantly increasing the time required for class preparation and resulting in the need for more staff per student. Whatever the historical causes may have been, the high schools have had more staff per pupil, as shown in the following table for the 1974-75 school year. This table is reproduced from the Staffing Committee's report of January 31, 1975.

Level	Students/ Instructional Staff	Students/ Administrators	Students/ Clerical Staff
Senior high schools	17.3/1	308.3/1	100.0/1
Junior high schools	18.6/1	353.1/1	119.8/1
Elementary schools	18.8/1	338.3/1	130.6/1
District Total	18.4/1	334.4/1	119.9/1

The new staffing plan recommended that all three levels should be staffed for 1975-76 at the same student/instructional staff ratio as the district had in total for 1974-75; or, in short, each school was to be staffed on an 18.4/1 ratio.

In February, 1975, when the new plan was under consideration by the School Board, public comment was received concerning the soundness of the proposed changes. Teachers in the district, administrators, members of the staffing committee, and the teachers' union participated in the debate. A review of the tape recordings made of these discussions shows that most of those commenting assumed that the junior highs and elementary schools would gain staff members and the high schools would lose staff members as a result of the plan. Although positive comments were made, negative comments about the plan were the most common. The new plan was said to be ill-advised because it set a specific staffing ratio for all schools without first analyzing the job responsibilities of the personnel affected, and did not take into account different educational needs of students at different grade levels.

At the high school level, it was said that the policy would harm career education programs and result in a reduction in the number of classes with low student/teacher ratios--primarily classes for advanced students or students with educational problems. Representatives from three high schools described the probable cuts in programs that would result from their loss of staff members. Several commented that the staffing committee which made the proposal was not representative; the absence of high school teacher representation was especially noted. And finally, it was said that a better procedure for equalizing staff would be to increase the number of teachers at the elementary and junior high schools, but to do so without reducing staff at the high schools.

Fewer people spoke in favor of the new plan. A member of the staffing committee stated that although ideally the best way to establish staffing equity was to increase staff size at the elementary and junior high level without cutting back at the high schools, the resulting overall increase in teaching staff was not economically feasible at a time of decreasing student enrollments. A junior high administrator commented that the policy change could harm certain programs at the high schools but without the policy change, program development would continue to be stifled at the junior high and elementary schools.

After listening to these comments, the School Board approved the first recommendation submitted by the Staffing Committee. Although minutes of school board meetings do not indicate official approval of the second recommendation, the second recommendation appears to have been enacted by the district administration as a necessary part of carrying out the first recommendation.

In November 1975, the Evaluation Department decided to examine the impact of the recommended 18.4 ratio on the distribution of school staff and programs. This study is limited to the first two recommendations made by the district Staffing Committee--the establishment of the 18.4 ratio and the increased autonomy allowed schools on the use of staff. Not studied is school accountability in reaching standardized curricula goals and objectives.

The next section describes the methods used in the study.

Methodology

This section contains a brief overview of how the Evaluation Department studied the effects of the new plan.

The study began with a review of the comments made during the Budget Committee meetings of January - March, 1975. The size of school staffs was established for 1974-75 and 1975-76. The working place of each district staff member in 1975-76 was identified and verified. In order to precisely identify where particular staff actually worked extensive conversations and interviews were held with district staff members in the schools, the Personnel Office, the Office of Business Services, the Educational Services Office, and the Superintendent's Office. An effort to identify all documents containing staffing data was made and 44 sources were found. The reports of the Eugene Education Association task forces on staffing were reviewed and frequent use was made of the district's computerized Personnel File 3850. All principals were interviewed in order to obtain their opinions on the impact of the new staffing plan, and their staffs' reaction to it. Staffing data and the presentation of opinions were sent to school administrators for their review before being published here.

All examples and tables in this report refer to the new staffing plan as the Ratio Staffing Policy. Most people who are aware that a change in staffing was made think of the change as "the new staffing plan." However, district staffing records often refer to each year's revised staffing plan as the new plan. In order to avoid this confusion, this report uses the words Ratio Staffing Policy to describe the staffing changes instituted at the start of the 1975-76 school year. The staffing plan used in 1974-75 will be referred to as the Previous Staffing Policy.

In this section, the reader will find a discussion of the logic used to identify staffing changes, how program changes were examined, and how staffing is defined for this report. Knowledge of the methods used to study staffing is essential to correctly understand and apply the results of this study.

Determining Staffing Changes

In order to study the effect of the Ratio Staffing Policy on each school in the district, the exact number of staff members who have been affected by the implementation of the policy needs to be determined. In other words, how many staff members have been moved from one school to another school as a result of the change in staffing procedures? Before addressing this question, however, the staffing procedures themselves, both old and new, need to be reviewed.

The staffing guidelines used to assign staff in the 1974-75 school year, referred to as the Previous Staffing Policy, were complex. They varied from level to level and in their application. At the elementary level, instructional staff members were assigned on a basis of 22 students per teacher for grades K-3 and 26 students per teacher in grades 4-6. Each elementary school was also allocated a 1.00 full time equivalent (FTE) position in instructional staff, to be split equally between physical education and art/music. Differing amounts were allocated for counselors, reading specialists, librarians, and resource teachers. At the junior highs, the Previous Staffing Policy assigned instructional staff on the basis of 22.3 students per teacher, with a different ratio used to assign counselors. The formula at the high school level was extremely complex and used differing ratios based on the number of students in various educational programs--foreign language, reading, vocational, driver education, etc.

Administratively, the high schools each had four administrators, the junior highs two administrators, and the elementary schools one. Clerical support, including teacher and library aides, varied by level. Among high schools, clerical support was awarded in amounts of 1.00 FTE for each 100 students. At junior highs, the ratio was 1.00 FTE for each 125 students. Each elementary school was assigned a full-time secretary regardless of size, and then awarded additional aide time based on approximately 1.00 FTE aide per 200 students, rounded to the nearest .25 FTE.

The new plan, applied in the 1975-76 school year, assigned instructional staff members based on 18.4 students per staff member to each school. The only exception to this formula was in certain elementary schools: the four largest were to each receive .50 FTE from the four smallest. To compensate the four smallest elementary schools and to return their ratio to 18.4, principals at these schools were to engage in teaching activities for .50 of their time.

In administration, North and South Eugene high schools were to receive 3.50 FTE; Sheldon and Churchill, 3.00 FTE; the three largest junior highs, 2.00 FTE; and each of the elementary schools, 1.00 FTE with the exception of the four smallest schools mentioned above. In clerical support, a simple ratio of 115.10 students per clerical staff member was to be used for all schools.

As stated, the Previous Staffing Policy was used to assign staff for the 1974-75 school year; the new Ratio Staffing Policy was applied in 1975-76. The first step, therefore, in establishing staff changes resulting from the change in policy is to examine staffing changes between these two years--1974-75 and 1975-76. This will determine the absolute amount of change in staff (instructional, administrative, and clerical) that has occurred over time, as shown in the following example of Colin Kelly Junior High.

Example 1

Kelly Junior High School Staffing
1974-75 and 1975-76

	Actual Staffing in 1974-75	Actual Staffing in 1975-76	Actual Staffing Change from 1974-75 to 1975-76
Instructional Staff	40.60 FTE	40.23 FTE	- .37 FTE
Administrative Staff	2.00	2.50	+ .50
Clerical Staff	6.50	6.62	+ .12

The determination of the absolute amount of change in staffing by school in the above example is an important item. It does not, however, completely measure the change in staffing which is due solely to the implementation of the new staffing policy. Not all the change in staffing between 1974-75 and 1975-76 can be attributed to the new policy. Because of significant enrollment changes at many schools over the one-year period, many changes in staffing would have taken place even without the change in staffing policy. In short, actual staffing changes have resulted from both the implementation of the new plan and from changes in enrollment by school.

At Kelly in the above table, for example, it would appear at first glance that the new staffing policy cost the school .37 FTE in instructional staff--the absolute difference in actual staff between 1974-75 and 1975-76. In reality, however, the school's enrollment decreased by 51 students. If the Previous Staffing Policy had still been in effect in 1975-76, Kelly would have decreased by 2.64 FTE instructional staff, dropping to a total staff of 37.96 FTE. Because the school's actual staff is 40.23 FTE in 1975-76, we can now see that the new plan actually benefited the school by approximately 2.25 staff members. Stated another way, under the Previous Staffing Policy, Kelly would have lost 2.64 FTE staff in 1975-76, but under the new Ratio Staffing Policy, Kelly lost only .37 in staff; hence, the change in policy benefited the school by 2.27 FTE.

Both the new and old staffing policies are linked to a school's enrollment. Changes in enrollment affect a school's staffing. In order to study the impact on a school of the change in staffing policy, consideration of enrollment changes must also be made. This underscores the importance of computing yet a third set of figures, i.e., the amount of staff each school would have had in 1975-76 if the Previous Staffing Policy had still been in effect. The difference between a school's actual staff in 1975-76 and what the school's staff would have been under the Previous Staffing Policy is a hypothetical computation which measures staffing changes resulting from only the new plan. Determining hypothetical staffing in 1975-76 under the Previous Staffing Policy is a mechanism for controlling for enrollment changes. The following example, again using Kelly, presents these comparisons.

Example 2

Colin Kelly Junior High School--
The Impact of the Ratio Staffing Policy

	(a) Actual Staffing for 1974-75 Under Previous Staffing Policy	(b) Staffing for 1975-76 if Previous Staffind Policy Were Still in Effect (hypothetical)	(c) Actual Staffind in 1975-76 (under Ratio Staffing Policy)	(d) Resulting Impact of Ratio Staffing Policy in 1975-76 (d) = (c) - (b)
Instructional Staff	40.60 FTE	37.96 FTE	40.23 FTE	+ 2.27
Administrative Staff	2.00 FTE	2.00 FTE	2.50 FTE	+ .50
Clerical Staff	6.50 FTE	6.00 FTE	6.62 FTE	+ .62

The difference between column "a" and column "c" represents the absolute change in staff between 1974-75 and 1975-76. This difference is significant, as it represents the actual amount of real staff that a school added or subtracted from its faculty roster during the change in staffing procedures. The difference between columns "b" and "c", however, measures the true effect of the new policy. In this instance, the Ratio Staffing Policy benefited the school by 2.27 FTE in instructional staff, .50 FTE in administrative staff, and .62 FTE in clerical staff--this despite the fact that the school lost .37 FTE instructional staff in absolute numbers.

In reference to staffing change, then, three sets of figures will be presented: (1) actual staffing in 1974-75, (2) hypothetical staffing in 1975-76 if the Previous Staffing Policy were in effect, and (3) actual staffing in 1975-76. Data on these variables, presented in the next section, come from a number of sources. Computer files and printouts from the Oregon Total Information System, with particular attention to the Master Personnel File 3850, were used, as well as records maintained by the Personnel Office, the Superintendent's Office, and Business Services.

Determining Program Changes

Once the exact amount of staffing change at each school resulting from the Ratio Staffing Policy is determined, the second basic question of this study is addressed--namely, what has been the effect on the educational programs at the building level? Similar to the realization that not all staffing change in the district is attributable to the Ratio Staffing Policy, it is important to keep in mind that not all program changes at the schools between 1974-75 and 1975-76 can be attributed to the Ratio Policy. Many changes in educational programs occurred for reasons quite independent of the staffing changes made by the new policy. The key to tracing the actual program changes resulting only from the implementation of the Ratio Staffing Policy is to determine the services staff members performed who were either added or dropped as a result of the policy. As will become evident later, in several instances it will not be possible to determine with precision the program effects. As a case in point, Colin Kelly in the previous example would represent a difficult school at which to trace the program effects of the Ratio Staffing Policy. Although the new policy benefited the school by 2.27 FTE in instructional staff, they were not staff members the school actually added to their roster. The gain was simply the prevention of a loss in staff which would have occurred under the old policy. Because the school never actually lost staff members under the previous policy and then regained them under the new policy, it is difficult to say which staff members and thus which programs would have been affected.

In recording the program effects of the Ratio Staffing Policy, the principal or vice principal of each school was interviewed. Based on the interview, a summary statement was compiled, sent back to the principals for additional comments or changes, and then included in this report. Based on information from the interviews and knowledge of staffing changes by school, the Evaluation Department provides an additional statement which attempts, as carefully as possible, to pinpoint program changes which can reasonably be viewed as a consequence of the Ratio Staffing Policy. Interviews were also conducted with district administrators having the greatest experience with administering both the Previous Staffing Policy and the Ratio Staffing Policy, in order to gain an overview of basic staffing issues.

In general, each interview was structured around five basic concerns. First, and perhaps most important to this study, were inquiries concerning what changes in educational programs have occurred between 1974-75 and 1975-76 and the reasons for the changes. Second, information was solicited on the response of building staff to the Ratio Staffing Policy. Third and fourth, questions concerning the advantages and disadvantages of the new policy were asked in order to find the improvements or problems which have been experienced. Fifth, how the policy could be improved was considered. Although not all interviews are complete on these five dimensions, a majority are such that information on both what has occurred in the district and recommendations for improving procedures have been compiled.

Interviews with principals are the primary sources for determining the consequences of the Ratio Staffing Policy on educational programs. The Evaluation Department felt that because of their central position within each school and their historical experience in working with both staffing formulas, principals would have the most information concerning the ramifications of staffing decisions on their schools.

By examining all the interviews together and by collectively listing the advantages and disadvantages of the Ratio Staffing Policy, the Evaluation Department believes that a fairly objective, well-rounded perspective on the new staffing policy's total impact on the district emerges. Due in part to time and resource limitations, instructional and clerical personnel were not interviewed. Thus, this study does not contain a detailed listing of specific problems or concerns such interviews would have undoubtedly produced.

Defining Staff

Before turning to presentations of staffing totals in 1974-75 and 1975-76, it is necessary to more adequately define the word "staff" and specifically, such words as "instructional," "administrative," and "clerical." Such definitions are important if data summaries on staffing are to be interpreted correctly and used consistently.

One reason why sources often disagree on staffing totals is that there are few definitional rules suggesting which of the district's roughly 2,500 employees are to be grouped under various staffing headings.

Forty-four district documents giving data on staffing were found in the course of the study. These documents are listed in the bibliography. They are not always in agreement, because uniform and consistent reporting of staffing data by school does not now exist within the district. Consider, for example, some of the discrepancies in staffing information which can occur by consulting different data sources. Using (1) "Staffing Recommendations, January 8, 1975" (prepared by Staffing Committee), (2) Employee Budget Listing, January 4, 1974" (Master Personnel File 3850, Oregon Total Information System), (3) Summary of Staffing, September 19, 1974" (prepared by Herman Lawson, Superintendent's Office), and (4) "Revised Predictions of Elementary and Junior High School Enrollments for 1974-75 School Year, May 9, 1974" (prepared by Erwin Juilfs, Director of Education), as sources for instructional staffing in 1974-65, it is possible to obtain disagreement among staffing totals for any given sample of schools, such as in Example 3.

Example 3

Discrepancies Among Data Sources in Staffing Totals in 1974-75

School	(1) "Staffing Recommendations"	(2) "Employee Budget Listing"	(3) "Summary of Staffing"	(4) "Revised Predictions"
Westmoreland	19.10	15.00	20.10	17.50
Howard	25.30	21.00	25.30	24.80
Adams	15.50	12.00	16.50	15.90
Twin Oaks	14.00	9.50	12.80	11.90
Fox Hollow	10.80	8.50	10.40	10.70
Gilham	17.00	13.60	16.45	16.35
Silver Lea	21.50	13.10	23.50	21.60

Several factors can contribute to disagreements in staffing totals. First, sources can reflect different points in time and because staff changes are made during the course of a single year, disagreements in the amount of staff can be, in part, the result of "cutting into the pie" at different times. Second, some totals are based on projected enrollments and do not reflect adjustments in staffing which are made once actual enrollments have stabilized after the start of a new school year. Third, staffing totals in some sources represent formally-allocated staffing totals and not the actual amount of staff the schools may have in practice. Fourth, "staff" is defined differently, so that disagreements are often the result of including different types of personnel in the totals.

The Employee Budget Listing, in the above example, is systematically lower than the other sources because it includes primarily classroom teachers in its respective school sections with teaching specialists located elsewhere in the document under their own sections. Finally, the sources could simply disagree with one another on how many staff actually work at the various schools. To compound these problems, most sources do not describe "how" they arrived at their figures. Lacking methodology sections, a reader is unable to judge the reliability of the presented information and decide which of the competing sources is the most reliable.

A consistent definition of "staff" is perhaps the most difficult of the problems listed above. The district currently uses 492 separate job titles and position descriptions to identify personnel.

In discussions and reports dealing with staffing, as in this report, the reader will often encounter general, common-sense terms used to categorize these job titles--clerical, administrative, classroom teacher, etc. The common-sense terms are generated, of course, as a shorthand means of referring to a much larger number of unspecified job positions. In using the common-sense terms to categorize staff, both the writer and reader may feel they understand which personnel are being referred to; but if both parties were provided a list of the 492 actual job titles in the district and asked to classify them under the common-sense terms of "clerical," "instructional," "special education," etc., both parties would undoubtedly come up with quite different lists. Would, for example, "Extreme Learning Problem" be a job title under instructional staff or special education? Is an employee with the job title "Special Graduate Program" a classroom teacher or an auxiliary specialist? What is "Discovery Center," "Plane 1," etc.?

The above considerations underscore the need for a personnel classification system, a system which would provide a clear definition of what jobs are to be included or excluded under various staff headings such as instructional, administrative, and clerical. The standardization of terms and their consistent, uniform usage is needed to adequately study topics involving the distribution of school personnel and resources. The following is a classification system for personnel at the district's 43 schools. It is the system used in this report, and it is necessary to present it in order to avoid the definitional problem mentioned above.

The first distinction made among personnel concerns whether an employee is certified or classified. In traditional terminology, certified positions are primarily "white collar," requiring a college degree as one prerequisite, while classified positions are more "blue collar," generally requiring fewer years of formal education. Although the source of the term "certified" is derived from instructional staff being required to obtain state teaching certificates, "certified staff" now includes many personnel who do not have teaching certificates--mostly professionals with advanced skills in specialized areas (psychologists, social workers, administrators, planners, researchers, etc.). Classified positions, on the other hand, pertain primarily to support activities such as clerical assistance, food service, supply and maintenance.

In working with both certified and classified personnel, five major categories of staff have been developed: Regular Clerical Staff, Special Education Clerical Staff, Administrative Staff, Regular Instructional Staff, and Special Education Instructional Staff.

"Regular clerical staff" will refer to all classified personnel at a school who render clerical support to either instructional or administrative staff members involved in serving regularly-enrolled students. Broadly speaking, such personnel include secretaries, teacher aides, library aides, and clerks. Based on actual job titles used by the district, the following positions are included:

Secretary
Clerk Typist
Library Clerk
Attendance Clerk
General Office Clerk
Student Records Clerk
Substitute Clerk
Senior High Finance Clerk
Substitute Secretary
Junior High School Secretary
Junior High School Clerk-Typist
Junior High School Student Records Clerk
Teacher Aide
Differentiated Staff--Teacher Aide
Substitute Teacher Aide
Elementary School Secretary
Library Aide
Playground Aide
Alternative School Volunteer Coordinator
Title I (district supported)
Program Aide
Substitute Secretary

"Special Education Clerical Staff" refers to classified-clerical positions that serve programs and certified staff for handicapped students--emotionally handicapped, blind, deaf, educable mentally retarded, etc. Currently, there are four job titles which are distinctly for special education clerical personnel: Emotionally Handicapped, Program Aide; Teacher Aide, Emotionally Handicapped; Hospital School Aide; and Deaf Program Aide. At times, clerical personnel with Regular Clerical Staff job titles are assigned to Special Education programs. In these instances, such personnel are grouped as Special Education Clerical Staff despite their job titles.

"Administrative Staff" pertains to certified personnel who render supervisory, coordinating services to instructional staff, students and classified personnel. They generally do not engage in instructional activities. The following job titles are classified under "Administrative Staff":

Elementary Principal
Junior High Principal
Junior High Assistant Principal
Senior High Principal
Senior High Assistant Principal
Administrative Intern

"Regular Instructional Staff" will refer to all certified personnel who provide educational services to regularly-enrolled students. Classroom teachers, counselors, reading specialists, kindergarten teachers, librarians, P.E. specialists, art/music specialists, resource teachers, etc., are included in this category. The following list of job titles have been classified as Regular Instructional Staff:

ELEMENTARY

Arts
Art-Music
Counselor
Counselor-Nurse
Counselor-Reading Specialist
Curriculum Associate
Discovery Center
Extreme Learning Problem
Environmental/Outdoor
Evaluation
Fine Arts Specialist
Grade 1
Grade 2
Grade 3
Grade 4
Grade 5
Grade 6
Grades 1-6
Grades 1-2
Grades K-1-2-3
Grades 1-2-3
Grades 2-3
Grades 3-4
Grades 3-6
Grades 4-5
Grades 4-5-6
Grades 5-6
K-4
K-6
Kindergarten
Plane 1
Plane 2
Plane 3
Individual
Instrumental Music
Learning Difficulties
Learning Disability
Learning Specialist
Librarian
Librarian--IMC
Librarian--Resource
Math
Media Specialist
Music
P.E.--Resource
Physical Education
Reading
Reading Helper
Reading Specialist
Resident Supervisor

ELEMENTARY (cont'd)

Resident Teacher
Resource
Special Graduate Program
School-Within-a-School
Special Graduate Program Supervisor
Science--Social Studies
Ungraded

JUNIOR HIGH

Art
Art--Arts and Crafts
Arts and Crafts
Art - Shop
AV - Science
Band
Band - Choir
Business Education
Career Education
Career Education - Drama
Choir
Communications
Counselor
Counselor - Language Arts
Counselor - Math
Crafts
Drama - Language Arts
Drama - English
Foreign Language
French
French - Career Education
French - Language Arts - SS
French - Spanish
French - Language Arts
Health
Health - P.E.
Health - Science - P.E.
Home Economics
Industrial Arts
Industrial Arts - Crafts
Industrial Arts - Math
Industrial Education
Instrumental Music
Journalism - Mass Communications
Journalism - Math
Journalism - Typing
Language Arts
Language Arts - Reading
Language Arts - Spanish
Language Arts - SS
Language Arts - SS - Communications
Language Arts - SS - Film Making
Language Arts - SS - Publications
Language Arts - SS - Reading
Learning Center
Librarian
Mathematics
Math - Science
Metals - Industrial Education
Opportunity Center - Reading
Music
Orchestra
Opportunity Center - Head Teacher
Physical Education
Physical Education - Music
Reading
Science
Science - Career Program
Science - Electronics
Social Studies
Social Studies - Career Education
Social Studies - Drama
Social Studies - Electives
Social Studies - Fiction
Social Studies - Reading
Social Studies - Science
Social Studies - Spanish
Spanish
Typing
Typing - Business Education - Language Arts
Vocal Music
Wood Shop

HIGH SCHOOL

Architectural Drawing
Arts
Arts and Crafts
Athletic Director
Audio Visual
Audio Visual - Industrial Education
Auto Mechanics
Band - Photography
Band
Biology
Business Education
Chemistry

HIGH SCHOOL (cont'd)

Child Care
Choir
Construction Drafting
Counselor
Counselor Driver Education
Crafts
Debate
Distributive Education
Diversified Occupations
Drafting
Drama
Drama - Art
Drama - English
Driver Education
Driver Education - Health
Driver Education - P.E.
Electronics
English
English - French
English - German
English - Journalism
English - Reading
English - Speech
Foreign Language
Forensics
Forestry
French
French - Spanish
German
Head Teacher
Health
Health - P.E.
Home Economics
IMC - Science
Industrial Arts
Industrial Arts - Driver Education
Industrial Education
Instrumental Music
Journalism
Librarian
Librarian Assistant
Library - AV
Mathematics
Math - Science
Metals - Industrial Education
Music
Orchestra
Physics
Physical Education
Power Mechanics
Reading
Science
Social Studies - Athletic Director
Social Studies
Spanish
Wood Shop
Stagecraft
Study Skills Center
Vocal Music
Release-Time Teacher
Substitute Teacher
Liaison Teacher
Coaching
Nurse (instructional)

"Special Education Instructional Staff" are certified personnel who provide educational services to special education students. This category includes the following positions:

EMR Work Coordinator
Hospital School
Visually Handicapped
Primary Deaf
Itinerant Deaf
Mentally Retarded
Emotionally Handicapped
EMR
Special Education

"Ancillary Certified Staff" are non-instructional, certified employees who provide professional support services to students. At the schools, Ancillary Certified Staff are primarily speech therapists and medical personnel. The following job titles are classified as belonging to this category:

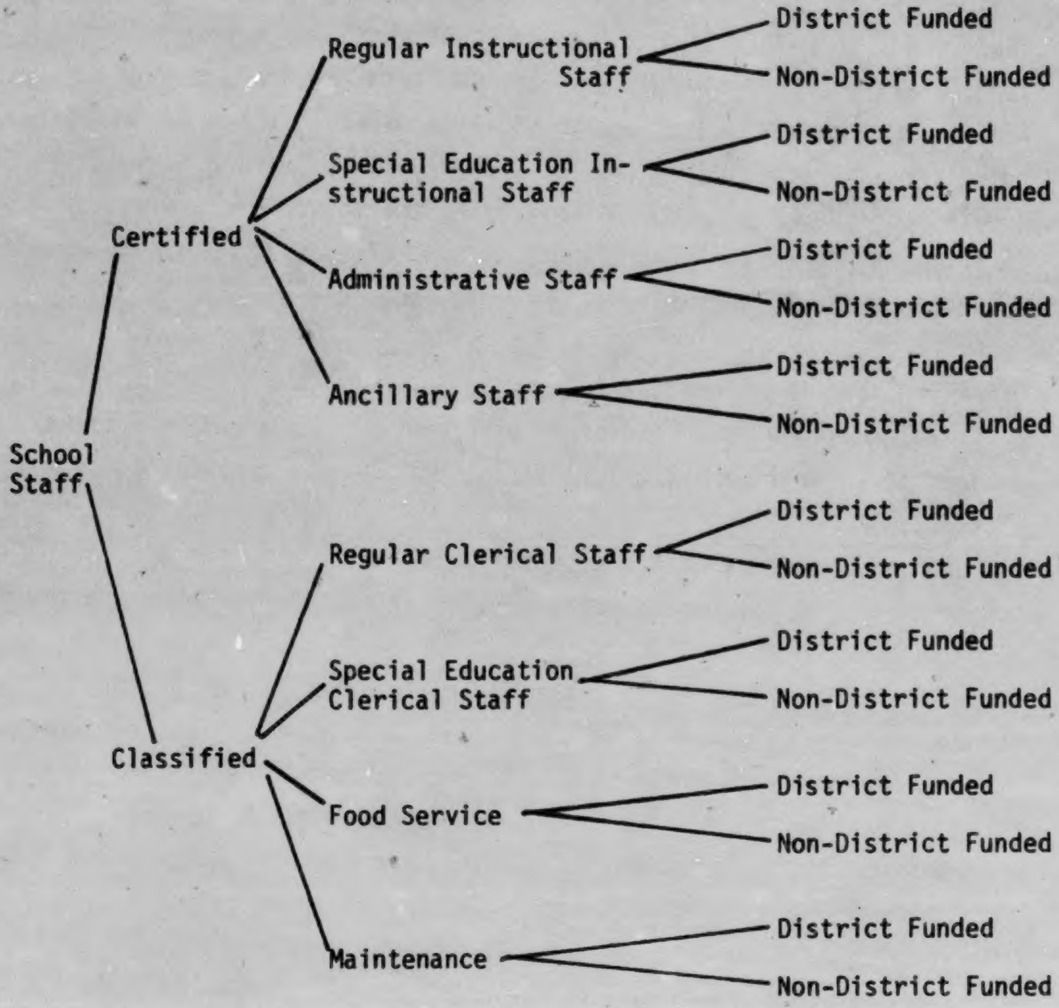
Speech
Nurse - All Junior High
Nurse - Elementary and Junior High
Nurse - All Elementary
Nurse - High School
School Physician
Substitute Nurse
Counselor - Nurse (part)
Social Worker
Home Teacher
Hourly Home Teacher
Psychologists

The final distinction made among staff concerns the source of funding. Presently, the district receives monetary resources and personnel from a number of non-district agencies under a variety of programs. Part of the funds are used for salaries of some personnel under conditions normally specified by the funding agency. Thus, the last major distinction divides personnel between those who are district funded and those who are non-district funded. In the case of a single staff member receiving part of his salary from both district and non-district sources, the staff member's working time is divided accordingly and assigned proportionately under the appropriate category.

Figure 1 schematically presents the various categories of staff oulined above.

Figure 1

Staffing Classification System


School Staff
Certified
Classified
Regular Instructional Staff
Special Education Instructional Staff
Administrative Staff
Ancillary Staff
Regular Clerical Staff
Special Education Clerical Staff
Food Service
Maintenance
District Funded
Non-District Funded

In examining staffing changes, this report will focus on only three of the above categories: (1) Regular Instructional Staff--district funded, (2) Administrative Staff--district funded, and (3) Regular Clerical Staff--district funded. The emphasis is on district-funded personnel, as the district has complete responsibility for their distribution. Data on the amount of non-district funded instructional, special education, and clerical staff for 1975-76 are listed, but such information is not included in the analysis of staffing and program changes, as it ranges beyond the scope of this study. Data on the amount of Special Eduation Instructional Staff--district funded, and Special Education Clerical Staff--district funded, for 1975-76, is also included, but again, such information is not part of the analysis. Special Education programs in the district are organizationally-distinct units which maintain their own staffing guidelines. Their funding is also from a variety of sources which creates considerably ambiguity in tracing the source of funding for their staff. Certified Ancillary Staff and Classified Food Service and Maintenance staffs are excluded entirely from this study.

Other Problems In Using Staffing Data

An additional two situations were encountered which need to be changed if accurate and timely staffing data are to be obtained by the district.

First, defining staff accurately will not change the difficulty encountered by the Evaluation Department in attempting to determine how many staff actually work in a school.

The District currently receives an "Employee Budget Listing" stating how an employee's salary is to be charged. Salaries are charged to "budget centers" or "budget locations"; these include each of the schools, the District as a whole, the Education Center, Educational Services, and various programs the District sponsors. However, the budget-location of a person, i.e., through what building, program, or budget entity their salary is paid, is not necessarily the actual work location of the employee. A staff member, such as an instrumental musician, speech therapist, or nurse, may be charged to the Education Center but spend all of their working time in the schools. In addition, a particular employee's salary may be spread over several budget locations. A particular instrumental musician, for example, in the Employee Budget Listing of February 5, 1976, had .33 FTE of his salary charged to the Education Center, .17 to a junior high, and .50 to one of the high schools. The .33 charged to the Education Center is probably spent at an elementary school, but in the elementary sections of the document, the .33 FTE is not entered. The Employee Budget Listing also uses a position description number for the employee which is appropriate for a junior high teacher, even though only .17 FTE of the person's salary is charged to a junior high. These difficulties compound the problem of determining where the person actually works.

In general, many staff members are budgeted to the Education Center or to Educational Services, but they spend all of their work activities at various schools working with students. Hence, there is a major difference between budget-location-FTE and school-time FTE. School-time-FTE is the actual location of work activities--where and with whom staff members are spending their working time. Significantly, most studies of the distribution of staff in the district have been primarily based on budget-location-FTE and not on the real distribution of staff activities.

School-time-FTE is important data. If the district wants to know, for example, the amount of adult resources each school is receiving or each education level is receiving, it is necessary to know the actual numbers of staff members and amount of staff time that certified personnel spend working at each school. Budget-location-FTE does not determine this. In addition, information of this kind is crucial to many evaluation studies. It is impossible to account for differences in the effectiveness of different schools unless the actual number of people active at those schools are known.

The district does not now compile data on the distribution of school-time-FTE. At present, the compilation of such information is a tedious, time-consuming process where large numbers of employees have to be individually tracked down as to where in the district they are working. This is a complicated process involving a great deal of time.

The Evaluation Department found it necessary to establish its own staffing data in order to maximize the accuracy of the evaluation. Accordingly, the location of all certified regular instructional staff, administrative staff, and special education staff on March 15, 1976 was established and verified. Using the same procedures, the location of all classified regular clerical staff members and special education clerical staff on April 23, 1976 was also established. A list of staff and amount of FTE at each school was drawn up and cross checked with most principals. This verification was necessary in order to reconcile ambiguities in existing personnel data and enable the accurate measurement of the degree of implementation of the new staffing plan.

Secondly, many of the certified job titles are not consistent. Some job titles are based on the activity the job holder is engaged in (Counselor, Grade 6, Art, Kindergarten, Physical Education, etc.); some job titles are based on the program the employee organizationally falls under (Title I, Special Graduate Program, Resident Teacher, Teacher Corps Intern, School-Within-a-School, etc.); and finally, some are based on the location of the employee in the district (Skipworth, Hospital School, Alternative School, etc.).

Although most job titles for certified employees effectively communicate the activity of the job holder, many do not. Many of the job titles are so vague that only a seasoned veteran of the school district would know what they mean. A few of the more mystifying titles are: "Discovery Center," "Early Education," "Diversified Occupations," "Student Labor," "Special Grad. Program," "Extreme Learning Problems." Job titles based on program names will create more and more confusion for the district as it grows and becomes more complex. To compound this problem, there is no list of descriptions for certified jobs that define their duties and responsibilities. This is not the case for classified positions, as the Personnel Office maintains such a listing: "Classified Employee Position Descriptions, September 1975." As a result, the only way the meaning of many certified job titles can be determined is on an ad hoc basis. First, it is necessary to find an employee with the job title in question; second, it is necessary to find where in the district he or she works; and third, it is necessary to call or visit the job holder (or his or her supervisor) to ask exactly what activities they perform.

Recommendations for Staffing Data Reorganization

Information stored by the Oregon Total Information System in the Master Personnel File 3850 now "locates" both certified and classified employees through two primary identifiers: (1) School--the budget-location-center of an employee and through what district entity their salaries are paid; and (2) Building and Building Code--a mailing address used to send district materials to each employee within the district. For some employees, school location and building location are different. Although in a majority of cases an employee's school and building location are the same as the school at which an employee actually works, there are enough exceptions to this rule to render using school or building unreliable. In order to adequately identify (1) what employees work at each school, (2) what services or activities they supply each school, and (3) how much time they spend providing each service, the Evaluation Department makes the following specific recommendations:

1. All instructional, administrative, clerical and ancillary personnel, as previously defined, who work in the schools, should be identified by name and school.
2. Each employee identified in "1" should be listed under one of the following categories of staff by school (each school would have its own list):
    a. Regular Instructional Staff, district funded
    b. Regular Instructional Staff, non-district funded
    c. Special Education Instructional Staff, district funded
    d. Special Education Instructional Staff, non-district funded
    e. Administrative Staff, district funded
    f. Administrative Staff, non-district funded
    g. Regular Clerical Staff, district funded
    h. Regular Clerical Staff, non-district funded
    i. Special Education Clerical Staff, district-funded
    j. Special Education Clerical Staff, non-district funded
    k. Ancillary Staff, district funded
    l. Ancillary Staff, non-district funded
3. Either the school or the building code should be used to identify the school(s) where a person actually works, or new codes should be created in the 3850 file, or some other code should be modified to identify where people work.

4. The names of personnel who belong to two or more of the categories should be entered under each category they belong to.

5. Each name entry under each category should be identified by the activity performed under that category and the amount of work time in FTE in the activity. (Activity is defined to mean the same level of information normally conveyed by job titles, i.e., Grade 5, Counselor, Music/Art, etc.)

6. Names used to describe activities should effectively communicate the service the employee renders. Role descriptions for each activity should be maintained and specify the duties and responsibilities associated with the activity.

7. The above data should be maintained on an ongoing basis so that requests for lists by school of staff members on any given date can be provided.

8. The above data should be permanently recorded and stored on May 1 and October 1 of each year for later reference.

As the district moves toward establishing district-wide curriculum goals and student-achievement objectives while simultaneously attempting to provide school staffs with increased freedom to design their own programs, the need to adequately identify successful programs and the reasons for success will increase. The ability to identify staff totals by school and the service provided are an integral part of this process.

Having described the methods used, mentioned three problems with existing personnel data, defined "staff" and presented specific recommendations for establishing a list of where staff members work, the following section presents staffing data for the 1974-75 and 1975-76 school years.

General Staffing Changes Among All Schools, 1974-75 to 1975-76

Based on the definitions of instructional, administrative and clerical staff in the Methodology section, data on staffing totals by school and level can now be presented. This section contains a listing of staff totals for 1974-75, for 1975-76, and a listing of the hypothetical staff totals for 1975-76 that would have occurred if the Previous Staffing Policy had still been in effect for that year. Based on these tables, the degree of implementation of the Ratio Policy is examined and the effects on staffing of only the Ratio Policy are computed by school and level. The section concludes with staff totals of all instructional staff members, district funded and state and federally funded, who worked in the schools during 1975-76.

Staffing allocation procedures are complex and before calculating the data, five procedural assumptions were made. First, staffing totals in the following tables are based on full-time equivalency computations. An employee who works full time is counted as 1.00 full-time equivalency (FTE), an employee working half time is .50 FTE, and so on. As a result, FTE totals are not the same as the total number of personnel employed. A school, for example, could have 35.00 FTE in total Regular Instructional Staff, but 40 instructional staff members assigned to it. In this instance, ten of the staff members could be half time (.50 FTE) and 30 staff members full time (1.00 FTE), resulting in the 35.00 FTE total.

Second, the staffing totals presented in the tables are intended to represent the actual amount of staff FTE at each school, with three exceptions: teaching interns, "reallocated certified time," and differentiated clerical staff support.

(a) Teaching interns, also called Resident Teachers, work full time but are paid on a .67 FTE basis; schools with teaching interns are charged .67 FTE per intern. In 1974-75, schools were charged .50 FTE for interns. Although schools with interns are receiving in practice 1.00 FTE in working time per intern, the staffing totals in this report compute their FTE as .67 for 1975-76 and .50 in 1974-75 to denote the amount of a school's staffing allotment that is used by interns.

(b) "Reallocated certified time" refers to a practice where a school may use part of its certified staffing allotment to "purchase" additional amounts of clerical support, usually teacher aides. As an example, an elementary school could be allotted 23.50 FTE for certified instructional staff, but the school could decide, with administrative approval, to use only 22.50 FTE for actual instructional staff and 1.00 FTE to be "reallocated" to buy 2.00 FTE in Classified Regular Clerical Support. (Certified to Classified exchanges usually involve a one-for-two trade; one certified position can be used to hire two classified personnel.) Where this occurs, for both 1974-75 and 1975-76, the reallocated time is computed as part of the certified staffing totals. It is not added to the clerical totals. In the above example, the 1.00 FTE reallocated certified time would still be considered part of the certified staff, and the 2.00 FTE clerical staff purchased with it would not be computed as part of the clerical total.

(c) In 1975-76, the district assigned district-funded clerical personnel to five elementary schools (Edgewood, Parker, Meadow Lark, Spring Creek and Awbrey Park). This assignment was over-and-above their formal allocations based on the student/clerical ratio of 115.1/1. These additional increments of clerical time are part of the Differentiated Staff Program. A total of 4.25 FTE clerical staff were involved in 1975-76. This report does not include these personnel in the staffing totals.

Third, the district maintains a service entitled "Special Graduate Program," involving approximately 6.0 elementary teachers and a supervisor. Each of the involved teachers is paid on a .83 FTE basis with the remaining .17 FTE budgeted, collectively, to support the supervisor. Special Graduate Program teachers, however, work full time in their respective schools; as such, they are counted as 1.00 FTE in this report.

Fourth, in 1975-76, eight kindergarten classes were switched to various schools to relieve over-crowded conditions in some schools and to take advantage of under-utilized room at others. This report does not reflect such changes. All kindergarten students and their staff are computed as part of the original schools they were assigned to in the fall of 1975.

Fifth, in accordance with district policy for both 1974-75 and 1975-76, instrumental musicians, who are part of the Regular Instructional Staff, are allocated on the basis of .25 FTE for each elementary school, regardless of size of enrollment. The instrumental music program at the elementary level involves a complicated division of labor and time on the part of instrumental music teachers. Instead of assigning a specific instrumental music teacher to each elementary school, this report simply lists each school as receiving .25 FTE in instrumental music time.

Finally, sources of information for the following tables will be found in the appendices. Although sources ideally should follow each table, many are of such length and complexity that their inclusion in the body of the text would disrupt the presentation of data. In the appendices, the reader will find for each table (1) the sources of all data in the table, (2) how the data should be interpreted, (3) any computations involved in arriving at the presented figures, and (4) a brief discussion of the source's reliability. Each table's source(s) is discussed individually in Appendix A.

Actual Staffing in 1974-75

Table 1 presents data on student enrollment and FTE positions of all district-funded Regular Instructional Staff, Administrative Staff, and Regular Clerical Staff by school and level (elementary, junior high, senior high) for the 1974-75 school year.

Based on enrollment and staffing totals, the number of students per staff member is presented for each of the three categories of staff. This enables three student/staff comparisons to be made among all schools and levels. These student/staff comparisons are called student/staff ratios. For each level--elementary, junior high and senior high--the total number of students, staff, and average student/staff ratio for that level are also listed. Summary statistics, including the mean average, standard deviation, and range are presented for each level.

Table 1

Enrollment, Staffing, and Student/Staff Ratios by School for 1974-75

Elementary Schools	Enrollment	Regular Instructional Staff	Student/ Instructional Staff Ratio	Adminis-trative Staff	Student/ Administrative Staff Ratio	Regular Clerical Staff	Student/Clerical Staff Ratio
1. Adams	306.50	17.25	17.77/1	1.00	306.50/1	2.50	122.60/1
2. Awbrey Park	570.00	28.90	19.72/1	1.00	570.00/1	4.00	142.50/1
3. Bailey Hill	347.50	17.90	19.41/1	1.00	347.50/1	2.50	139.00/1
4. Coburg	195.00	10.65	18.31/1	1.00	195.00/1	1.75	111.43/1
5. Condon	226.00	12.55	18.01/1	1.00	226.00/1	2.00	113.00/1
6. Crest Drive	235.00	12.85	18.29/1	1.00	235.00/1	2.25	104.44/1
7. Dunn	236.00	13.25	17.81/1	1.00	236.00/1	2.25	104.89/1
8. Edgewood	392.50	20.35	19.29/1	1.00	392.50/1	3.00	130.83/1
9. Edison-Eastside	323.50	17.15	18.86/1	1.00	323.50/1	2.85	113.51/1
10. Fox Hollow	196.00	11.05	17.74/1	1.00	196.00/1	2.00	98.00/1
11. Gilham	329.00	17.10	19.24/1	1.00	329.00/1	2.75	119.64/1
12. Harris	221.00	12.55	17.61/1	1.00	221.00/1	2.00	110.50/1
13. Howard	521.00	26.55	19.62/1	1.00	521.00/1	3.25	160.31/1
14. Laurel Hill	133.00	8.75	15.20/1	1.00	133.00/1	1.75	76.00/1
15. Lincoln	197.50	11.75	16.81/1	1.00	197.50/1	1.75	112.85/1
16. McCornack	339.00	18.00	18.83/1	1.00	339.00/1	2.75	123.27/1
17. Magladry	130.00	8.50	15.29/1	1.00	130.00/1	1.75	74.29/1
18. Meadow Lark	426.00	22.15	19.23/1	1.00	426.00/1	3.25	131.08/1
19. Parker	271.50	14.10	19.26/1	1.00	271.50/1	2.25	120.67/1
20. Patterson	237.00	13.10	18.09/1	1.00	237.00/1	2.25	105.33/1
21. River Road	435.50	22.65	19.23/1	1.00	435.50/1	3.00	145.17/1
22. Santa Clara	419.00	22.25	18.83/1	1.00	419.00/1	3.00	139.67/1
23. Silver Lea	462.50	24.75	18.69/1	1.00	462.50/1	3.00	154.17/1
24. Spring Creek	470.00	24.55	19.14/1	1.00	470.00/1	3.25	144.62/1
25. Twin Oaks	249.50	13.45	18.55/1	1.00	249.50/1	2.25	110.89/1
26. Washington	433.00	22.45	19.29/1	1.00	433.00/1	3.00	144.33/1
27. Westmoreland	403.50	21.05	19.17/1	1.00	403.50/1	2.75	146.73/1
28. Whiteaker	234.00	13.45	17.40/1	1.00	234.00/1	2.00	117.00/1
29. Willagillespie	315.50	17.35	18.18/1	1.00	315.50/1	2.50	126.20/1
30. Willakenzie	336.00	17.55	19.15/1	1.00	336.00/1	2.50	134.40/1
31. Willard	355.00	18.75	18.93/1	1.00	355.00/1	3.15	112.70/1
TOTALS	9,946.50	532.70		31.00		79.25	
MEAN AVERAGE			18.42/1		320.85/1		122.26/1
STANDARD DEVIATION RANGE NUMBER OF CASES			S.D. = 1.11/1 R = 19.72 - 15.20 = 4.52 /1 N = 31		S.D. = 112.48/1 R = 570 - 130 = 440 /1 N = 31		S.D. = 20.04/1 R = 160.31 - 74.29 = 86.02/1 N = 31

Table 1
(continued)

Enrollment, Staffing, and Student/Staff Ratios by School for 1974-75

Junior High Schools	Enrollment	Regular Instructional Staff	Student/ Instructional Staff Ratio	Adminis- trative Staff*	Student/ Administrative Staff Ratio	Regular Clerical Staff	Student/Clerical Staff Ratio
1. Jefferson	677	35.60	19.02/1	2.00	338.50/1	5.50	123.09/1
2. Kelly	784	40.60	19.31/1	2.00	392.00/1	6.50	120.62/1
3. Kennedy	649	33.70	19.26/1	2.00	324.50/1	5.00	129.80/1
4. Madison	833	42.30	19.69/1	2.00	416.50/1	6.50	128.15/1
5. Monroe	549	28.70	19.13/1	2.00	274.50/1	4.00	137.25/1
6. Roosevelt	786	41.10	19.12/1	2.00	393.00/1	6.50	120.92/1
7. Spencer Butte	644	33.90	19.00/1	2.00	322.00/1	5.50	117.09/1
8. Cal Young	703	37.30	18.85/1	2.00	351.50/1	6.00	117.17/1
TOTAL	5,625	293.20		16.00		45.50	
MEAN AVERAGE			19.17/1		351.56/1		124.26/1
STANDARD DEVIATION			S.D. = .26/1		S.D. = 46.73/1		S.D. = 6.99/1
RANGE			R = 19.69 - 18.85 = .84/1		R = 416.50 - 274.5 = 142.00/1		R = 137.25 - 117.09 = 20.16/1
NUMBER OF CASES			N = 8		N = 8		N = 8
Senior High Schools							
1. Action	55	3.50	15.71/1	0	----	.40	137.50/1
2. Churchill	1,122	65.00	17.26/1	4.00	280.50/1	11.50	97.57/1
3. North Eugene	1,239	71.00	17.45/1	4.00	309.75/1	12.50	99.12/1
4. Sheldon	1,080	64.30	16.80/1	4.00	270.00/1	12.50	86.40/1
5. South Eugene	1,289	75.00	17.19/1	4.00	322.25/1	13.00	99.15/1
TOTAL	4,785	278.80		16.00		49.90	
MEAN AVERAGE			17.18/1*		295.63/1*		95.56/1*
STANDARD DEVIATION			S.D. = .27/1		S.D. = 24.45 /1		S.D. = 6.15/1
RANGE			R = 17.45 - 16.80 = .65/1		R = 322.25 - 270.00 = 52.25 /1		R = 99.15 - 86.40 = 12.75/1
NUMBER OF CASES			N = 4		N = 4		N = 4
All Schools							
TOTAL	20,356.5	1,104.7		63.00		174.65	
MEAN AVERAGE			18.44/1*		324.22/1*		120.14/1*
STANDARD DEVIATION			S.D. = 1.07/1		S.D. = 98.35 /1		S.D. = 19.35/1
RANGE			R = 19.72 - 15.20 = 4.52/1		R = 570.00 - 130.00 = 440.00/1		R = 160.31 - 74.29 = 86.02 /1
NUMBER OF CASES			N = 43		N = 43		N = 43

* Excludes Action High because the low student enrollment would skew the high school averages.

An examination of the student/staff ratios for 1974-75 shows that:

--As previously stated in the introduction, the high schools had the lowest average student/staff ratios, while the junior high schools had the heaviest student/staff loads. A high school instructional staff member's average student load, for example, was approximately 17.18 students; a junior high teacher had, on the average, two more students, or 19.17 students per instructional staff member. The inequality extended to administrative and clerical staff, where once again the high schools were in a significantly better position.

--What is surprising, however, is the inequality which existed among elementary schools. While the three elementary school average student/staff ratios fell consistently between the three high school and three junior high averages, there were considerable differences among elementary schools. In fact, there was more inequality among elementary schools than there was between the elementary, junior high and senior high levels. Using the statistical measure of range as an indicator of variation or, in this case, of student/staff inequality between schools, we can see the extreme differences:

(1) Student/Regular Instructional Staff ratios ranged from 19.72 students per staff member at Awbrey Park, the highest in the district, to 15.20 students per staff member at Laurel Hill, the lowest in the district.

(2) Administrative staff loads were even more divergent, ranging from 570 students per administrator at Awbrey Park to 130 students per administrator at Magladry.

(3) Clerical staff loads ranged from 160.31 students per clerical staff member at Howard to 74.29 students at Magladry, once again the highest and lowest ratios in the district.

The most distinguishing pattern of the unequal student/staff ratios at the elementary schools pertains to enrollment size. The smaller elementary schools by and large had the lowest student/staff loads, while the largest elementary schools had the highest. Table 2 highlights this relationship.

The reasons for the past inequality in staffing at the elementary schools rest, of course with the Previous Staffing Study. Basically, the

Table 2

Enrollment, Staffing and Student/Staff Ratios in 1974-75 at the Five Lowest Enrollment Elementary Schools and the Five Highest Enrollment Elementary Schools

Lowest Enrollment Elementary Schools	Enrollment	Regular Instructional Staff	Student/ Instructional Staff Ratio	Administrative Staff	Student/ Administrative Staff Ratio	Regular Clerical Staff	Student/Clerical Staff Ratio
1. Magladry	130.00	8.50	15.29/1	1.00	130.00/1	1.75	74.29/1
2. Laurel Hill	133.00	8.75	15.20/1	1.00	133.00/1	1.75	76.00/1
3. Coburg	195.00	10.65	18.31/1	1.00	185.00/1	1.75	111.43/1
4. Fox Hollow	196.00	11.05	17.74/1	1.00	196.00/1	2.00	98.00/1
5. Lincoln	197.50	11.75	16.81/1	1.00	197.50/1	1.75	112.85/1
TOTAL	851.50	50.70		5.00		9.00	
MEAN AVERAGE	170.30		16.67/1		168.30/1		94.51/1
Highest Enrollment Elementary Schools							
1. River Road	435.50	22.65	19.23/1	1.00	435.50/1	3.00	145.17/1
2. Silver Lea	462.50	24.75	18.69/1	1.00	462.50/1	3.00	154.17/1
3. Spring Creek	470.00	24.55	19.14/1	1.00	470.00/1	3.25	144.62/1
4. Howard	521.00	26.55	19.62/1	1.00	521.00/1	3.25	160.31/1
5. Awbrey Park	570.00	28.90	19.72/1	1.00	570.00/1	4.00	142.50/1
TOTAL	2,459.00	127.40		5.00		16.50	
MEAN AVERAGE	491.80		19.28/1		491.80/1		149.35/1

policy allocated a number of staff positions to each elementary school based on each school being the unit of allocation; enrollment considerations did not play a part. Each elementary school, for example, without respect to enrollment, received 1.00 FTE administrative time, a 1.00 FTE secretary, a .25 instrumental music teacher, a .50 FTE physical education teacher, and a .50 FTE art/music teacher. In addition, each elementary school was allocated a full range of other "auxiliary specialists"--counselors, reading specialists, and librarians. While the allocated FTE of these specialists was somewhat tied to enrollment, the smaller elementary schools still received disproportionately larger amounts of FTE in these areas as the FTE could not be divided too small. Because each specialty area often represented a specific staff member, FTE allocations in each specialty area and to each school had to be large enough to be practical. It would make little sense, for example, to allocate .10 FTE specialist to a school; such a small amount would negate the specialist's effectiveness in the school. Hence, the lower student/staff loads in the small elementary schools resulted from two factors: (1) allocating the same amount of FTE to each school in administration and three specialty areas, and (2) assuring that each school had enough FTE to be practical in each of the other specialty areas. In a broader sense, both factors are derived from the district's attempt to insure that each elementary school could offer a full program with each of the specialty areas staffed.

Actual Staffing in 1975-76

Turning to the 1975-76 school year, Table 3 presents enrollment and all district-funded Regular Instructional Staff, Administrative Staff and Regular Clerical Staff by school and level. Once again, the number of students per staff member is calculated for the three types of staff. The total number of students, staff and average student/staff ratios can be found in the sub-totals beneath each level.

Table 3 shows that major strides have been made toward equality in staffing between the elementary, junior high and senior high schools. Based on the preceding tables, Table 4 offers a brief summary of this transition. It compares average student/staff ratios between 1974-75 and 1975-76.

Table 3

Enrollment, Staffing and Student/Staff
Ratios by School for 1975-76

Elementary Schools	Enrollment	Regular Instructional Staff	Student/ Instructional Staff Ratio	Adminis- trative Staff	Student/ Administrative Staff Ratio	Regular Clerical Staff	Student/Clerical Staff Ratio
1. Adams	253.00	14.25	17.75/1	1.00	253.00/1	2.38	106.30/1
2. Awbrey Park	624.50	33.65	18.56/1	1.00	624.50/1	5.19	120.33/1
3. Bailey Hill	400.00	21.25	18.82/1	1.00	400.00/1	2.88	138.89/1
4. Coburg	194.50	10.80	18.01/1	.50	389.00/1	1.70	114.41/1
5. Condon	254.00	13.75	18.47/1	1.00	254.00/1	1.63	155.83/1
6. Crest Drive	254.50	13.75	18.51/1	1.00	254.50/1	1.88	135.37/1
7. Dunn	244.50	13.35	18.31/1	1.00	244.50/1	2.00	122.25/1
8. Edgewood	422.50	22.75	18.57/1	1.00	422.50/1	3.20	132.03/1
9. Edison-Eastside	315.00	17.25	18.26/1	1.00	315.00/1	2.81	112.10/1
10. Fox Hollow	208.00	11.25	18.49/1	1.00	208.00/1	1.82	114.29/1
11. Gilham	312.00	16.75	18.63/1	1.00	312.00/1	2.75	113.45/1
12. Harris	224.50	11.75	19.11/1	1.00	224.50/1	2.00	112.25/1
13. Howard	483.00	26.25	18.40/1	1.00	483.00/1	4.20	115.00/1
14. Laurel Hill	121.50	7.25	16.76/1	.50	243.00/1	1.13	107.52/1
15. Lincoln	180.50	10.25	17.61/1	.50	361.00/1	1.81	99.72/1
16. McCornack	341.00	18.50	18.43/1	1.00	341.00/1	2.81	121.35/1
17. Magladry	137.00	7.75	17.68/1	.50	274.00/1	1.00	137.00/1
18. Meadow Lark	391.00	21.25	18.40/1	1.00	391.00/1	3.31	118.13/1
19. Parker	268.50	15.09	17.79/1	1.00	268.50/1	2.51	106.97/1
20. Patterson	257.00	13.75	18.69/1	1.00	257.00/1	2.18	117.89/1
21. River Road	476.00	25.15	18.93/1	1.00	476.00/1	3.50	136.00/1
22. Santa Clara	421.50	22.96	18.36/1	1.00	421.50/1	3.38	124.70/1
23. Silver Lea	425.50	23.00	18.50/1	1.00	425.50/1	3.88	109.66/1
24. Spring Creek	502.00	27.25	18.42/1	1.00	502.00/1	4.19	119.81/1
25. Twin Oaks	242.00	13.25	18.26/1	1.00	242.00/1	2.13	113.62/1
26. Washington	438.50	23.75	18.36/1	1.00	438.50/1	3.50	125.29/1
27. Westmoreland	428.00	23.25	18.41/1	1.00	428.50/1	3.69	115.99/1
28. Whiteaker	197.50	11.25	17.56/1	1.00	197.50/1	1.94	101.80/1
29. Willagillespie	322.00	17.25	18.67/1	1.00	322.00/1	2.69	119.70/1
30. Willakenzie	272.50	14.98	18.19/1	1.00	272.50/1	2.88	94.62/1
31. Willard	312.00	17.25	18.09/1	1.00	312.00/1	3.13	99.68/1
TOTALS	9,924.00	539.98		29.00		84.10	
MEAN AVERAGE			18.29/1		340.58/1		118.13/1
STANDARD DEVIATION			S.D.= .47/1		S.D. = 103.02/1		S.D.= 13.23/1
RANGE			R = 19.11 - 16.76 = 2.35/1		R = 624.50 - 197.50 = 427.00/1		R = 155.83 - 94.62 = 61.21/1
Number of Cases			N = 31		N = 31		N = 31

Table 3
(continued)

Enrollment, Staffing and Student/Staff
Ratios by School for 1975-76

Junior High Schools	Enrollment	Regular Instructional Staff	Student/ Instructional Staff Ratio	Adminis- trative Staff	Student/ Administrative Staff Ratio	Regular Clerical Staff	Student/Clerical Staff Ratio
1. Jefferson	637.00	34.67	18.37/1	2.50	254.80/1	4.63	137.58/1
2. Kelly	733.00	40.23	18.22/1	2.50	293.20/1	6.62	110.73/1
3. Kennedy	619.00	33.01	18.75/1	2.50	247.60/1	5.56	111.33/1
4. Madison	742.00	42.06	17.64/1	2.50	296.80/1	6.88	107.85/1
5. Monroe	520.00	28.36	18.34/1	2.00	260.00/1	4.38	118.86/1
6. Roosevelt	797.00	42.46	18.77/1	2.50	318.80/1	7.31	109.03/1
7. Spencer Butte	598.00	32.85	18.20/1	2.00	299.00/1	5.13	116.57/1
6. Cal Young	648.00	35.77	18.12/1	2.00	324.00/1	5.88	110.20/1
TOTALS	5,294.00	289.41		18.50		46.39	
MEAN AVERAGE			18.30/1		286.78/1		115.27/1
STANDARD DEVIATION			S.D. = .36/1		S.D. = 29.22/1		S.D. = 9.77/1
RANGE			R = 18.77 - 17.64 = 1.13		R = 324.00 - 247.00 = 76.40		R = 137.58 - 107.85 = 29.73
NUMBER OF CASES			N = 8		N = 8		N = 8
Senior High Schools							
1. Action	88.00	4.68	18.80/1	0	-----	.40	220.00/1
2. Churchill	1,160.00	63.44	18.28/1	3.00	386.67/1	10.88	106.62/1
3. North Eugene	1,253.00	68.70	18.24/1	3.50	358.00/1	11.25	111.38/1
4. Sheldon	1,047.00	57.63	18.17/1	4.00	261.75/1	9.69	108.05/1
5. South Eugene	1,288.00	69.37	18.57/1	3.50	368.00/1	11.82	108.97/1
TOTALS	4,836.00	263.82		14.00		44.04	
MEAN AVERAGE			18.32/1*		343.61/1*		108.76/1*
STANDARD DEVIATION			S.D. = .18/1		S.D. = 55.85/1		S.D. = 2.00/1
RANGE			R = 18.57 - 18.17 = .40/1		R = 386.67 - 261.75 = 124.92/1		R = 111.38 - 106.62 = 4.76/1
NUMBER OF CASES			N = 4		N = 4		N = 4
All Schools							
TOTAL	20,054.00	1,093.21		61.50		174.53	
MEAN AVERAGE			18.30/1*		330.85/1*		116.72/1*
STANDARD DEVIATION			S.D.= .43/1		S.D.= 91.11/1		S.D.= 12.21/1
RANGE			R = 19.11 - 16.76 = 2.35/1		R = 624.50 - 197.50 = 427.00/1		R =155.83 - 94.62 = 61.21/1
NUMBER OF CASES			N = 43		N = 43		N = 43

* Excludes Action High because the low student enrollment would skew the high school averages.

Table 4

Mean Average Student/Staff Ratios by Educational Level for 1974-75 and 1975-76

	Year	
	1974-75	1975-76
Elementary Schools		
Student/Instructional Staff Ratio	18.42/1	18.29/1
Student/Administrative Staff Ratio	320.85/1	340.58/1
Student/Clerical Staff Ratio	122.26/1	118.13/1
Junior Highs		
Student/Instructional Staff Ratio	19.17/1	18.30/1
Student/Administrative Staff Ratio	351.56/1	286.78/1
Student/Clerical Staff Ratio	124.26/1	115.27/1
Senior Highs		
Student/Instructional Staff Ratio	17.18/1	18.32/1
Student/Administrative Staff Ratio	295.63/1	343.61/1
Student/Clerical Staff Ratio	95.56/1	108.76/1

With the exception of Administrative Support, elementary schools, junior high and senior highs have approximately the same student/staff loads in 1975-76. In Administrative Support, the junior highs have gone from having the highest student/staff ratio in 1974-75 to having the lowest in 1975-76. As expected, the tables reveal that the push for staffing equality in the district affected the high schools negatively. Their student/instructional staff ratio increased from 17.18/1 in 1974-75 to 18.32/1 in 1975-76; administration, from 295.63/1 to 343.61/1; and clerical, 95.56/1 to 108.76/2. The student/staff ratios in each of these areas declined significantly for the junior highs and held relatively constant for the elementary schools.

Although staffing equality was established between levels in 1975-76, an examination of Table 3 shows that a systematic staffing inequality still remains within elementary schools. Among the elementary schools, Laurel Hill, for example, had a student/instructional staff ratio of 16.76 while Harris had 19.11. If the Ratio Staffing Policy had been completely implemented, each school would have had approximately 18.4 students/instructional staff member. The fact that there are significant deviations from 18.4 means that some schools were over-allocated staff and others were under-allocated. Table 5 shows which schools were over- or under-staffed and by how much. It lists each school's actual instructional staff in 1975-76, what their staffing should have been if the Ratio Policy were totally implemented, and then, based on the preceding information, how much they were over- or under-staffed in FTE.

In studying this residual inequality by school, a pattern emerges among the elementary schools; namely, it was primarily the smaller schools which were over-staffed and the larger schools which were under-staffed. Table 6 highlights this pattern. The six schools over-staffed by .30 FTE or more have an average enrollment of 193 students. The six schools under-staffed by .30 FTE or more have an average enrollment of 452 students.

The new staffing plan was not completely implemented because the regional directors, the Personnel Office and other administrative staff members did not reassign teachers from some elementary schools which were

Table 5

Over and Under Allocations of Instructional Staff by School in 1975-76

Elementary Schools	1975-76 Regular Instructional Staff	Staffing if Ratio Staffing Policy Fully Implemented	Amount of Staff Over-Allocated	Amount of Staff Under-Allocated
1. Adams	14.25	13.75	+ .50	
2. Awbrey Park	33.65	34.44		- .79
3. Bailey Hill	21.25	21.74		- .49
4. Coburg	10.80	10.57	+ .23	
5. Condon	13.75	13.80		- .05
6. Crest Drive	13.75	13.83		- .08
7. Dunn	13.35	13.29	+ .06	
8. Edgewood	22.75	22.96		- .21
9. Edison-Eastside	17.25	17.12	+ .13	
10. Fox Hollow	11.25	11.30		- .05
11. Gilham	16.75	16.96		- .21
12. Harris	11.75	12.20		- .45
13. Howard	26.25	26.75		- .50
14. Laurel Hill	7.25	6.60	+ .65	
15. Lincoln	10.25	9.81	+ .44	
16. McCornack	18.50	18.53		- .03
17. Magladry	7.75	7.45	+ .30	
18. Meadow Lark	21.25	21.25	---	---
19. Parker	15.09	14.59	+ .50	
20. Patterson	13.75	13.97		- .22
21. River Road	25.15	26.37		-1.22
22. Santa Clara	22.96	22.91	+ .05	
23. Silver Lea	23.00	23.12		- .12
24. Spring Creek	27.25	27.78		- .53
25. Twin Oaks	13.25	13.15	+ .10	
26. Washington	23.75	23.83		- .08
27. Westmoreland	23.25	23.26		- .01
28. Whiteaker	11.25	10.73	+ .52	
29. Willagillespie	17.25	17.50		- .25
30. Willakenzie	14.98	14.81	+ .17	
31. Willard	17.25	16.96	+ .29	
TOTALS	539.98	541.33	+3.94	-5.29

Table 5
(continued)

Over and Under Allocations of Instructional Staff by School in 1975-76

Junior High Schools	1975-76 Regular Instructional Staff	Staffing if Ratio Staffing Policy Fully Implemented	Amount of Staff Over-Allocated	Amount of Staff Under-Allocated
1. Jefferson	34.67	34.62	+ .05	
2. Kelly	40.23	39.84	+ .39	
3. Kennedy	33.01	33.64		- .63
4. Madison	42.06	40.33	+1.73	
5. Monroe	28.36	28.26	+ .10	
6. Roosevelt	42.46	43.32		- .86
7. Spencer Butte	32.85	32.50	+ .35	
8. Cal Young	35.77	35.22	+ .55	
TOTAL	289.41	287.73	+3.17	-1.49
Senior High Schools				
1. Action	4.68	4.78		-.10
2. Churchill	63.44	63.04	+ .40	
3. North Eugene	68.70	68.10	+ .60	
4. Sheldon	57.63	56.90	+ .73	
5. South Eugene	69.37	70.00		-.63
TOTAL	263.82	262.82	+1.73	-.73

Table 6

Elementary Schools .30 FTE (or more) Over-Allocated or .30 FTE (or more) Under-Allocated* in Instructional Staff, 1975-76

Over-Allocated	Amount of Instructional Staff	Enrollment
1. Adams	+ .50	253.00
2. Laurel Hill	+ .65	121.50
3. Lincoln	+ .44	180.50
4. Magladry	+ .30	137.00
5. Parker	+ .50	268.50
6. Whiteaker	+ .52	197.50
MEAN AVERAGE		193.00

Under-Allocated	Amount of Instructional Staff	Enrollment
1. Awbrey Park	- .79	624.50
2. Bailey Hill	- .49	400.00
3. Harris	- .45	224.50
4. Howard	- .50	483.00
5. River Road	-1.22	476.00
6. Spring Creek	- .53	502.00
MEAN AVERAGE		452.00

* .30 over or under allocated based on 18.4 ratio.

over-staffed to those schools which were under-staffed. Some reassignments were made, but not all. Schools do not wish to give up staff in September after the school program begins and protest staff reassignments. Moreover, not enough teachers had been held in the reserve pool to make all the required adjustments.

Even had the reserve pool been large enough, the Evaluation Department doubts that the policy would have been fully implemented. Normal procedures used to verify personnel totals are not accurate enough to allow the measurement of full implementation. Schools which do not receive all the staff they are entitled to often do not know how much more staff they should have received. Because of all of these reasons, a residual inequality persisted and staff changes and any resulting program changes at these schools cannot be attributed totally to the new staffing plan or to enrollment changes.

The net or absolute changes in staff and enrollment which have occurred between 1974-75 and 1975-76 can be demonstrated in Tables 1 and 3 by comparing their differences.

--Elementary schools increased in staff by approximately seven instructional staff members and five clerical staff members. Their enrollment declined slightly.

--Junior highs decreased by four instructional staff members and increased by one clerical staff member. Their administrative staffs increased by 2.50 FTE. In enrollment, the junior highs experienced a sharp decline, dropping by 331 students.

--The senior high schools increased in enrollment by around 50 students. Their staffing, however, decreased by 15 instructional staff members, two administrators, and six clerical personnel.

The above changes in staff are, again, the net change between the two years. The change is a result of both the Ratio Staffing Policy and enrollment changes. To isolate only the changes resulting from the Ratio Policy, staffing for 1975-76 must be computed under the Previous Staffing Policy and then subtracted from the actual staffing in 1975-76.

Table 7 lists the amount of staff by school and level who would have been assigned if the Previous Staffing Policy had not been replaced by the Ratio Policy. Student/staff ratios are again presented.

Table 7

Enrollment, Staffing, and Student/Staff Ratios
by School for 1975-76 if Previous Staffing Policy
Were Still in Effect

Elementary Schools	Enrollment	Regular Instructional Staff	Student/ Instructional Staff Ratio	Adminis-trative Staff	Student/ Administrative Staff Ratio	Regular Clerical Staff	Student/Clerical Staff Ratio
1. Adams	253.00	14.24	17.77/1	1.00	253.00/1	2.50	101.20/1
2. Awbrey Park	624.50	31.66	19.72/1	1.00	624.50/1	3.75	166.53/1
3. Bailey Hill	400.00	20.60	19.41/1	1.00	400.00/1	2.75	145.45/1
4. Coburg	194.50	10.62	18.31/1	1.00	194.50/1	2.00	97.25/1
5. Condon	254.00	14.10	18.01/1	1.00	254.00/1	2.25	112.89/1
6. Crest Drive	254.50	13.92	18.29/1	1.00	254.50/1	2.00	127.25/1
7. Dunn	244.50	13.73	17.81/1	1.00	244.50/1	2.25	108.67/1
8. Edgewood	422.50	21.91	19.29/1	1.00	422.50/1	2.75	153.64/1
9. Edison-Eastside	315.00	16.70	18.86/1	1.00	315.00/1	2.60	121.15/1
10. Fox Hollow	208.00	11.73	17.74/1	1.00	208.00/1	2.00	104.00/1
11. Gilham	312.00	16.22	19.24/1	1.00	312.00/1	2.75	113.45/1
12. Harris	224.50	12.75	17.61/1	1.00	224.50/1	2.25	99.78/1
13. Howard	483.00	24.61	19.62/1	1.00	483.00/1	3.50	138.00/1
14. Laurel Hill	121.50	7.99	15.20/1	1.00	121.50/1	1.75	69.43/1
15. Lincoln	180.50	10.74	16.81/1	1.00	180.50/1	2.00	90.25/1
16. McCornack	341.00	18.12	18.82/1	1.00	341.00/1	2.50	136.40/1
17. Magladry	137.00	8.96	15.29/1	1.00	137.00/1	1.50	91.33/1
18. Meadow Lark	391.00	20.33	19.23/1	1.00	391.00/1	2.75	142.18/1
19. Parker	268.50	13.94	19.26/1	1.00	268.50/1	2.50	107.40/1
20. Patterson	257.00	14.21	18.09/1	1.00	257.00/1	2.25	114.22/1
21. River Road	476.00	24.76	19.23/1	1.00	476.00/1	3.00	158.67/1
22. Santa Clara	421.50	22.38	18.83/1	1.00	421.50/1	3.00	140.50/1
23. Silver Lea	425.50	22.77	18.69/1	1.00	425.50/1	3.25	130.92/1
24. Spring Creek	502.00	26.22	19.14/1	1.00	502.00/1	3.25	154.46/1
25. Twin Oaks	242.00	13.05	18.55/1	1.00	242.00/1	2.25	107.56/1
26. Washington	438.50	22.74	19.29/1	1.00	438.50/1	3.00	146.17/1
27. Westmoreland	428.00	22.33	19.17/1	1.00	428.00/1	3.00	142.67/1
28. Whiteaker	197.50	11.35	17.40/1	1.00	197.50/1	2.25	87.78/1
29. Willagillespie	322.00	17.71	18.18/1	1.00	322.00/1	2.50	128.80/1
30. Willakenzie	272.50	14.23	19.15/1	1.00	272.50/1	2.75	99.10/1
31. Willard	312.00	16.48	18.93/1	1.00	312.00/1	3.15	99.05/1
TOTALS	9,924.00	531.10		31.00		80.00	
MEAN AVERAGE			18.42/1		320.13/1		120.52/1

Table 7
(continued)

Enrollment, Staffing, and Student/Staff Ratios by School for 1975-76 if Previous Staffing Policy Were Still in Effect

Junior High Schools	Enrollment	Regular Instructional Staff	Student/ Instructional Staff Ratio	Adminis- trative Staff	Student/ Administrative Staff Ratio	Regular Clerical Staff	Student/Clerical Staff Ratio
1. Jefferson	637.00	33.50	19.02/1	2.00	318.50/1	5.00	127.40/1
2. Kelly	733.00	37.96	19.31/1	2.00	366.50/1	6.00	122.17/1
3. Kennedy	619.00	32.14	19.26/1	2.00	309.50/1	5.00	123.80/1
4. Madison	742.00	37.68	19.69/1	2.00	371.00/1	6.50	114.15/1
5. Monroe	520.00	27.18	19.13/1	2.00	260.00/1	4.00	130.00/1
6. Roosevelt	797.00	41.68	19.12/1	2.00	398.50/1	6.50	122.62/1
7. Spencer Butte	598.00	31.48	19.00/1	2.00	299.00/1	4.50	132.89/1
8. Cal Young	648.00	34.38	18.85/1	2.00	324.00/1	5.50	117.82/1
TOTAL	5,294.00	276.00		16.00		43.00	
MEAN AVERAGE			19.17/1		330.87/1		123.86/1

Senior High Schools	Enrollment	Regular Instructional Staff	Student/ Instructional Staff Ratio	Adminis- trative Staff	Student/ Administrative Staff Ratio	Regular Clerical Staff	Student/Clerical Staff Ratio
1. Action	88.00	5.60	15.71/1	0	----	.90	97.78/1
2. Churchill	1,160.00	67.20	17.26/1	4.00	290.00/1	11.50	100.87/1
3. North Eugene	1,253.00	71.80	17.45/1	4.00	313.25/1	13.00	96.38/1
4. Sheldon	1,047.00	62.34	16.80/1	4.00	261.75/1	12.00	87.25/1
5. South Eugene	1,288.00	74.90	17.19/1	4.00	322.00/1	13.00	99.08/1
TOTAL	4,836.00	281.84		16.00		50.40	
MEAN AVERAGE			17.17/1*		296.75/1*		95.89/1*

* Excludes Action High School.

Effects of Only the Ratio Staffing Policy

Table 7 projects the same type of inequality in staffing which existed in 1974-75; the same allocation procedures were used to determine the distribution of staff for both years. With Table 7, however, and in conjunction with Table 3, the actual staffing in 1975-76, the staffing effects of only the Ratio Staffing Policy, for example, would have assigned 31.66 FTE instructional staff to Awbrey Park in 1975-76 but the Ratio Staffing Policy assigned 3365, then we can see that the Ratio Policy benefited the school by the difference of 1.99 FTE. In other words, by taking the data in Table 7 and subtracting it line by line from the respective data in Table 3, the exact amount of staffing change due only to the Ratio Staffing Policy will emerge. Table 8 presents the results of these computations.

In Table 8, the magnitude of the staffing changes caused by the Ratio Staffing Policy are now clearly discernible:

- --The high schools lost approximately 20 instructional and administrative staff members.
- --The junior highs gained nearly 16 instructional and administrative staff members.
- --In total, the elementary schools gained roughly nine instructional staff members but lost two administrative positions.
- --Every high school lost staff positions under the policy. For the four main high schools, the average loss was 4.29 FTE instructional staff, .50 FTE administrative staff, and 1.84 secretaries. The average student load for instructional staff increased by roughly one student.
- --Every junior high gained staff due to the Ratio Staffing Policy. The average increases per school are: 1.68 FTE in instructional staff, .31 FTE in administrative staff, and .42 FTE in clerical support. The average student load for instructional staff decreased by just under one student.
- --The impact of the Ratio Policy on the elementary schools was mixed by school. Nineteen elementary schools gained instructional staff and twelve lost. Among the schools gaining staff, the average

Table 8

Staffing and Student/Staff Ratio Increases and
Decreases by School Resulting from Ratio Staffing Policy, 1974-76

Elementary Schools	Regular Instructional Staff	Student/ Instructional Staff Ratio	Adminis-trative Staff	Student/Adminis-trative Staff Ratio	Regular Clerical Staff	Student/Clerical Staff Ratio
1. Adams	+ .01	- .02/1	0	0	- .12	+ 5.10/1
2. Awbrey Park	+ 1.99	- 1.16/1	0	0	+ 1.44	- 46.20/1
3. Bailey Hill	+ .65	- .59/1	0	0	+ .13	- 6.56/1
4. Coburg	+ .18	- .30/1	- .50	+ 194.50/1	- .30	+ 17.16/1
5. Condon	- .35	+ .46/1	0	0	- .62	+ 42.94/1
6. Crest Drive	- .17	+ .22/1	0	0	- .12	+ 8.12/1
7. Dunn	- .38	+ .50/1	0	0	- .25	+ 13.58/1
8. Edgewood	+ .84	- .72/1	0	0	+ .45	- 21.61/1
9. Edison-Eastside	+ .55	- .60/1	0	0	+ .21	- 9.05/1
10. Fox Hollow	- .48	+ .75/1	0	0	- .18	+ 10.29/1
11. Gilham	+ .53	- .61/1	0	0	0	0
12. Harris	- 1.00	+ 1.50/1	0	0	- .25	+ 12.47/1
13. Howard	+ 1.64	- 1.22/1	0	0	+ .70	- 23.00/1
14. Laurel Hill	- .74	+ 1.56/1	- .50	+ 121.50/1	- .62	+ 38.09/1
15. Lincoln	- .49	+ .80/1	- .50	+ 180.50/1	- .19	+ 9.47/1
16. McCornack	+ .38	- .40/1	0	0	+ .31	- 15.05/1
17. Magladry	- 1.21	+ 2.39/1	- .50	+ 137.00/1	- .50	+ 45.67/1
18. Meadow Lark	+ .92	- .83/1	0	0	+ .56	- 24.05/1
19. Parker	+ 1.15	- 1.47/1	0	0	+ .01	- .43/1
20. Patterson	- .46	+ .60/1	0	0	- .07	+ 3.67/1
21. River Road	+ .39	- .30/1	0	0	+ .50	- 22.67/1
22. Santa Clara	+ .58	- .47/1	0	0	+ .38	- 15.61/1
23. Silver Lea	+ .23	- .19/1	0	0	+ .63	- 21.26/1
24. Spring Creek	+ 1.03	- .72/1	0	0	+ .94	- 34.65/1
25. Twin Oaks	+ .20	- .29/1	0	0	- .13	+ 6.32/1
26. Washington	+ 1.01	- .83/1	0	0	+ .50	- 20.88/1
27. Westmoreland	+ .92	- .76/1	0	0	+ .69	- 26.68/1
28. Whiteaker	- .10	+ .16/1	0	0	- .31	+ 14.02/1
29. Willagillespie	- .46	+ .49/1	0	0	+ .19	- 9.10/1
30. Willakenzie	+ .75	- .96/1	0	0	+ .13	- 4.48/1
31. Willard	+ .77	- .84/1	0	0	- .02	+ .63/1
TOTALS	+ 8.88		- 2.0		+ 4.10	
MEAN AVERAGE	+ .29	- .12/1	- .06	+ 20.43/1	+ .13	- 2.38/1

Table 8
(continued)

Staffing and Student/Staff Ratio Increases and Decreases by School Resulting from Ratio Staffing Policy, 1974-76

Junior High Schools	Regular Instructional Staff	Student/ Instructional Staff Ratio	Administrative Staff	Student/ Administrative Staff Ratio	Regular Clerical Staff	Student/Clerical Staff Ratio
1. Jefferson	+ 1.17	- .65/1	+ .50	- 63.70/1	- .37	+ 10.89/1
2. Kelly	+ 2.27	- 1.09/1	+ .50	- 73.30/1	+ .62	- 11.44/1
3. Kennedy	+ .87	- .51/1	+ .50	- 61.90/1	+ .56	- 12.47/1
4. Madison	+ 4.38	- 2.05/1	+ .50	- 74.20/1	+ .38	- 6.30/1
5. Monroe	+ 1.18	- .79/1	0	0	+ .38	- 11.14/1
6. Roosevelt	+ .78	- .35/1	+ .50	- 79.70/1	+ .81	- 13.59/1
7. Spencer Butte	+ 1.37	- .80/1	0	0	+ .63	- 16.32/1
8. Cal Young	+ 1.39	- .73/1	0	0	+ .38	- 7.62/1
TOTAL	+13.41		+ 2.50		+ 3.39	
MEAN AVERAGE	+ 1.68	- .87/1	+ .31	- 44.10/1	+ .42	- 8.50/1

Senior High Schools						
1. Action	- .92	+ 3.09/1	0	----	- .50	+122.22/1
2. Churchill	- 3.76	+ 1.02/1	- 1.00	+ 96.67/1	- .62	+ 5.75/1
3. North Eugene	- 3.10	+ .79/1	- .50	+ 44.75/1	- 1.75	+ 15.00/1
4. Sheldon	- 4.71	+ 1.37/1	0	0	- 2.31	+ 20.80/1
5. South Eugene	- 5.57	+ 1.38/1	- .50	+ 46.00/1	- 1.18	+ 9.89/1
TOTAL	-18.06		- 2.00		- 6.36	
MEAN AVERAGE*	- 4.29	+ 1.14/1	- .50	+ 46.86/1	- 1.46	+ 12.86/1

* Does not include Action High

increase was .76 FTE. Among the twelve schools losing staff, the average decline was .64 FTE. Four elementary schools lost a .50 administrator. The effect on clerical staff was similarly mixed, but in general positive, because in total numbers the elementary schools gained four clerical staff.

With the impact of only the Ratio Staffing Policy on staffing now known, it is possible to describe the combined influence or "interactive effects" of both the Ratio Policy and enrollment changes on staffing in the district in 1975-76.

Because total enrollment at the elementary schools remained approximately the same, most of the staffing changes at this level are attributable to the Ratio Policy. Overall, the elementary schools gained nine instructional staff members due to the policy, but lost two because of enrollment drops. This increase, however, was spread over some 31 schools, which diluted its impact on any given school. The most significant staffing changes occurred among the elementary schools themselves. Larger elementary schools gained staff from the smaller elementary schools, despite the fact that the Ratio Policy was not fully implemented, and that the non-implementation worked to the advantage of the smaller schools.

At the junior high schools, the Ratio Staffing Policy acted to offset a large decline in instructional staff which would have occurred due to a drop of 331 students in enrollment. As a result, instead of losing some 17 staff members, the junior high schools had approximately the same number of staff members during 1975-76 as they had during 1974-75.

The senior high schools increased in enrollment and, under the Previous Staffing Policy, their instructional staff would have increased slightly. As it is, however, they lost personnel. The reduction at the high schools was reflected in increases at the junior highs and at most of the elementary schools. Whereas the net increases among these latter schools are distributed among some 39 schools, the reductions at the senior high level are concentrated among just four schools, which accounts for their high average loss of 4.29 FTE in instructional staff.

Total Distribution of Personnel Resources Among Schools in 1975-76

Because the basic philosophy of the Ratio Staffing Policy is to assure that a fair and equitable distribution of adult resources is achieved throughout the district's schools, the Evaluation Department feels it is important to examine the distribution of all staff who work in district schools. So far, the only staff included in the tables have been district-funded Regular Instructional Staff, Regular Clerical Staff and Administrative Staff. Table 9 examines only instructional staff, but included in it are all instructional staff: (1) district-funded Regular Instructional Staff, (2) non-district funded Regular Instructional Staff, (3) district-funded Special Education Instructional Staff, and (4) non-district funded Special Education Instructional Staff. Student/staff ratios by school and level are computed based on total staff and enrollment figures which now include both regular students and special education students. Teaching interns at Awbrey Park, Edgewood, Meadow Lark, Parker, Santa Clara, and Spring Creek are computed as full time in recognition of their actual work time at the schools.

Table 9 shows that when non-district funded and special education staff are included, the elementary schools have a better student/instructional staff ratio than either the junior or senior high schools for 1975-76. Although in small part, this is attributable to including special education students and staff, a majority of whom attend or work at the elementary schools, in the totals, most of the difference is due to the elementary schools receiving all of the non-district funded Regular Instructional Staff, close to 20 staff members. Excluding special education students and staff in 1975-76, the elementary schools had a student/staff ratio of 17.61/1; the junior high schools, 18.30/1; and the high schools, 18.32/1.

Table 9

All Students, All Instructional Staff, and Student/Staff
Ratios by School, 1975-76

Elementary Schools	Enrollment		Total Enrolled	Regular Instructional Staff		Special Education Staff		Total Staff	Student/Staff Ratio
	Regular	Special Education		District Funded	Non-District Funded	District Funded	Non-District Funded		
1. Adams	253.00	8.00	261.00	14.25	0	1.00	0	15.25	17.11/1
2. Awbrey Park	624.50	0	624.50	34.65	0	0	0	34.65	18.02/1
3. Bailey Hill	400.00	0	400.00	21.25	0	0	0	21.25	18.82/1
4. Coburg	194.50	0	194.50	10.80	0	0	0	10.80	18.01/1
5. Condon	254.00	13.00	267.00	13.75	0	0	1.00	14.75	18.10/1
6. Crest Drive	254.50	0	254.50	13.75	.50	0	0	14.25	17.86/1
7. Dunn	244.50	16.00	260.50	13.35	0	2.00	0	15.35	16.97/1
8. Edgewood	422.50	0	422.50	23.75	0	0	0	23.75	17.79/1
9. Edison-Eastside	315.00	0	315.00	17.25	0	0	0	17.25	18.26/1
10. Fox Hollow	208.00	0	208.00	11.25	0	0	0	11.25	18.49/1
11. Gilham	312.00	0	312.00	16.75	0	0	0	16.75	18.63/1
12. Harris	224.50	26.00	250.50	11.75	0	8.50	1.00	21.25	11.79/1
13. Howard	483.00	0	483.00	26.25	.50	0	0	26.75	18.06/1
14. Laurel Hill	121.50	0	121.50	7.25	2.00	0	0	9.25	13.14/1
15. Lincoln	180.50	6.0	186.50	10.25	2.00	1.00	0	13.25	14.08/1
16. McCornack	341.00	0	341.00	18.50	1.50	0	0	20.00	17.05/1
17. Magladry	137.00	0	137.00	7.75	1.00	0	0	8.75	15.66/1
18. Meadow Lark	391.00	0	391.00	22.25	0	0	0	22.25	17.57/1
19. Parker	268.50	16.00	284.50	15.75	0	1.00	1.00	17.75	16.03/1
20. Patterson	257.00	7.00	264.00	13.75	3.00	1.00	0	17.75	14.87/1
21. River Road	476.00	6.00	482.00	25.15	2.50	1.00	0	28.65	16.82/1
22. Santa Clara	421.50	0	421.50	23.62	0	0	0	23.62	17.85/1
23. Silver Lea	425.50	0	425.50	23.00	0	0	0	23.00	18.50/1
24. Spring Creek	502.00	0	502.00	28.25	0	0	0	28.25	17.77/1
25. Twin Oaks	242.00	0	242.00	13.25	0	.40	0	13.65	17.73/1
26. Washington	438.50	0	438.50	23.75	.50	0	0	24.25	18.08/1
27. Westmoreland	428.00	0	428.00	23.25	0	.40	0	23.65	18.10/1
28. Whiteaker	197.50	0	197.50	11.25	2.90	0	0	14.15	13.96/1
29. Willagillespie	322.00	0	322.00	17.25	.38	0	0	17.63	18.26/1
30. Willakenzie	272.50	21.00	293.50	14.98	1.15	2.00	0	18.13	16.19/1
31. Willard	312.00	14.00	326.00	17.25	0	2.00	0	19.25	16.94/1
TOTALS	9,924.00	133.00	10,057.00	545.30	17.93	20.30	3.00	586.53	
MEAN AVERAGE									16.98/1

Table 9
(continued)

All Students, All Instructional Staff, and Student/Staff
Ratios by School, 1975-76

Junior High Schools	Enrollment			Regular Instructional Staff		Special Education Staff			
	Regular	Special Education	Total Enrolled	District Funded	Non-District Funded	District Funded	Non-District Funded	Total Staff	Student/Staff Ratio
1. Jefferson	637.00	24.00	661.00	34.67	0	1.00	2.00	37.67	17.55/1
2. Kelly	733.00	0	733.00	40.23	0	0	0	40.23	18.22/1
3. Kennedy	619.00	0	619.00	33.01	0	0	0	33.01	18.75/1
4. Madison	742.00	1.00	743.00	42.06	0	0	0	42.06	17.67/1
5. Monroe	520.00	.50	520.50	28.36	0	0	0	28.36	18.35/1
6. Roosevelt	797.00	50.00	847.00	42.46	0	4.00	0	46.46	18.23/1
7. Spencer Butte	598.00	0	598.00	32.85	0	0	0	32.85	18.20/1
8. Cal Young	648.00	0	648.00	35.77	0	0	0	35.77	18.12/1
TOTAL	5,294.00	75.50	5,369.50	289.41	0	5.00	2.00	296.41	
MEAN AVERAGE									18.14/1
									N = 8
Senior High Schools									
1. Action	88.00	0	88.00	4.68	0	0	0	4.68	18.80/1
2. Churchill	1,160.00	0	1,160.00	63.44	0	0	0	63.44	18.28/1
3. North Eugene	1,253.00	2.00	1,255.00	68.70	0	0	0	68.70	18.27/1
4. Sheldon	1,047.00	41.00	1,088.00	57.63	0	2.60	0	60.23	18.06/1
5. South Eugene	1,288.00	0	1,288.00	69.37	0	0	0	69.37	18.57/1
TOTAL	4,836.00	43.00	4,879	263.82	0	2.60	0	266.42	
MEAN AVERAGE									18.30/1*
									N = 4

* Action High School not included in mean average.

Program Changes in Elementary Schools

Following this introduction, the reader will find for each elementary school:

(a) a table detailing the staffing and student/staff ratio changes at the school from 1974-75 to 1975-76;

(b) an analysis by the Evaluation Department of the Ratio Staffing Policy's effect on the school;

(c) an edited summary statement from each school's administration on the effects of the policy on their school.

Following the individual school presentations, a general summary is provided which summarizes the individual information presented by each school. Hence, this section will progress from individual statements concerning individual schools to a general analysis which describes the broad impact of the Ratio Policy on all elementary schools. This is especially important for the elementary schools because the policy has had a mixed effect on their programs.

Program changes resulting from the Ratio Policy cannot be identified with the same precision as staffing changes were. Whereas staffing changes resulted from primarily only two causes--enrollment changes and the change in staffing procedures--educational programs change for many reasons. Curriculums are modified, new scheduling systems implemented, alternative schools emerge, electives expanded, etc. Among these many changes which normally occur to programs, identifying only those changes resulting from a staff change becomes a difficult problem. Moreover, enrollment changes and the staffing policy change occurred together; the impact on educational programs is derived from both factors. Which program changes result only from enrollment and which only from the policy is often analytically impossible to separate. In a school, for example, which adds three teachers, half of whom can be attributed to an increase in enrollment and the other half to the new staffing policy, it is not possible to tell which of the three resulted only from the policy, and thus what programs have been added due to the additional skills brought to the school.

Finally, programs in elementary schools do not exist in isolation from each other. For example, increasing the number of physical education teachers affects more than just the physical education program, since some schools rotate children through physical education classes in order to reduce the number of children in reading classes. In other words, hiring more physical education teachers may systematically lower student/teacher ratios to 10 to 1 or 12 to 1 in reading classes.

A complete study of the impact of the Ratio Policy on programs would have to include a description of the interconnections between programs, a lengthy project in which each school would be a separate case study. This study does not describe the reciprocal connections between programs. For the above reasons, the following presentation of program changes should best be read as suggestive only.

Also, and again unlike the case for staffing, the term "program" or "program change" is not defined. Due to the variety of ways in which the term was used by the participants in the study, the Evaluation Department felt that holding to a rigid definition of the term would exclude much information considered relevant by respondents. The term's meaning will depend on the context of usage and the reader should be sensitive to that fact. At various times, significant reductions in class size, changes in administrative procedures, courses changing from accredited to extracurricular, and an increase in number of staff within a program, etc., will all be presented as "program changes."

The following individual school presentations contain a statement from the Evaluation Department and a statement from each school's administration. The statement from the Evaluation Department is a brief analysis of changes at the school that could be verified from independent sources or be reasonably viewed as a consequence of the Ratio Policy. The statement from the school contains additional information: the response of the staff to the Ratio Policy, advantages of the new policy over the old, disadvantages, and suggestions offered by administrators for improving the policy. Statements from the building were derived in the following three-step procedure. First, interviews were held with administrators in each school. Based on the interviews, a summary statement was written and sent back to each administrator for additional comment or revision. The summary statement and revisions were then condensed and organized according to the categories outlined above.

The definition of Regular Instructional Staff has, at the elementary level, one additional subdivision not mentioned previously: regular classroom teachers and auxiliary specialists. Auxiliary specialists bring specific instructional skills or provide a specialized instructional service to regularly-enrolled students at an elementary school. They are curriculum associates, counselors, reading specialists, math specialists, librarians, art/music teachers, physical education teachers, resource teachers, and instrumental musicians. Reallocated certified time will also be considered part of the auxiliary staff. The following job titles are classified as auxiliary:

Arts
Art/Music
Counselor
Counselor-Nurse
Counselor-Reading Specialist
Curriculum Associate
Fine Arts Specialist
Instrumental Music
Evaluation
Librarian
Librarian-Resource
Math
P.E.-Resource
Physical Education
Reading
Reading Helper
Reading Specialist
Resource

The following elementary school presentations are arranged in alphabetical order.

IMPACT OF RATIO STAFFING POLICY BY SCHOOL FOR 1975-1976

School Adams Elementary

Principal Harry Jahnke

I. Changes in Staff and Student/Staff Ratios, 1974-75 through 1975-76

	(a)	(b)	(c)	(d)
	Actual Staffing for 1974-75	Staffing for 1975-76 if previous staffing policy were still in effect (hypothetical)	Actual Staffing for 1975-76 under new ratio staffing policy	Resulting Impact of ratio staffing policy in 1975-76 (d)=(c)-(b)
Instructional Staff	17.25	14.24	14.25	+ .01
Student/Instr. Staff Ratio	17.77/1	17.77/1	17.75/1	- .02/1
Administrative Staff	1.00	1.00	1.00	0
Student/Admin. Staff Ratio	306.5/1	253/1	253/1	0
Clerical Staff	2.50	2.50	2.38	- .12
Student/Cler. Staff Ratio	122.6/1	101.2/1	106.30/1	+ 5.10/1

II. Analysis of the Ratio Staffing Policy at Adams Elementary

The Ratio Staffing Policy has had a negligible effect on Adams Elementary School.

Adams has decreased by 3.00 FTE instructional staff members in 1975-76. The decrease in staff, however, is totally attributable to a decline in enrollment as the school dropped from 306.5 students to 253 students. The Ratio Staffing Policy has not affected the number of instructional staff at the school. Class size has increased from 22.70 students in 1974-75 to 23.00 students per class in 1975-76.

The policy has acted to give the school greater flexibility and autonomy in making staffing decisions. The staff has decreased by three members. The school exercised this freedom by dropping two classroom teachers, a .50 FTE kindergarten teacher, and a .50 FTE counselor this year.

III. Summary Statement on Ratio Staffing Policy from Building Administration

A. Changes in Educational Programs

Due to the decrease in enrollment and staff, Adams combined grade levels in classrooms for the first time this year. The school currently has three combined grades and will go to four in 1976-77. This change has been caused by a decreasing enrollment and not the new Staffing Policy.

B. Principal's Opinion of Staff Response

The staff reacted somewhat negatively to the new Staffing Policy due to (1) a lack of lead time between its development and implementation, and (2) having to now make choices in terms of dropping some program personnel, such as a counselor, while being required to give certified time for areas like instrumental music and a reading teacher.

C. Advantages of the Ratio Staffing Policy

--allows more preplanning on the use of staff.

--encourages more decisions on staff utilization to be made at the building level.

--forces staff to identify priorities of various programs in order to allocate limited funds for staff positions.

--allows for positive evaluations of auxiliary specialists (reading, art, etc.) within the school

D. Disadvantages

The policy is inconsistent in that it requires Adams to absorb a .25 FTE instrumental musician, a program serving a few fourth, fifth and sixth grade students, while other areas of instruction have a higher priority in terms of numbers of students served and building staff desires.

IMPACT OF RATIO STAFFING POLICY BY SCHOOL FOR 1975-1976

School Awbrey Park Elementary

Principal Charles Whitlock

I. Changes in Staff and Student/Staff Ratios, 1974-75 through 1975-76

	(a)	(b)	(c)	(d)
	Actual Staffing for 1974-75	Staffing for 1975-76 if previous staffing policy were still in effect (hypothetical)	Actual Staffing for 1975-76 under new ratio staffing policy	Resulting Impact of ratio staffing policy in 1975-76 (d)=(c)-(b)
Instructional Staff	28.90	31.66	33.65	+ 1.99
Student/Instr. Staff Ratio	19.72/1	19.72/1	18.56/1	- 1.16/1
Administrative Staff	1.00	1.00	1.00	0
Student/Admin. Staff Ratio	570.00/1	624.5/1	624.5/1	0
Clerical Staff	4.00	3.75	5.19	+ 1.44
Student/Cler. Staff Ratio	142.5/1	166.53/1	120.33/1	- 46.20/1

II. Analysis of the Ratio Staffing Policy at Awbrey Park Elementary

The Ratio Staffing Policy has had a strong, positive impact on Awbrey Park.

Awbrey Park staff increased by 4.75 FTE instructional members in 1975-76. Although part of this increase is due to a sizeable increase in enrollment, approximately 2.00 FTE is attributable to the effects of the new Staffing Policy. Class size has decreased from 27.14 students per regular classroom teacher in 1974-75 to 24.98 students in 1975-76. In addition, the policy has increased the amount of clerical aides at the school by 1.44 FTE.

The staffing increase due to the new Staffing Policy has been used to expand the school's auxiliary programs in music, library science, and physical education. In each of these areas, Awbrey Park has increased its staff from .50 FTE to 1.00. The remaining certified instructional increase (.40 FTE) was converted to classified, clerical FTE to expand the number of teacher aides. The overall expansion of clerical support has decreased the work loads of the clerical staff by approximately 50 students per staff member.

III. Summary Comments on Ratio Staffing Policy from Building Administration

A. Changes in Educational Programs

The increase in staff has allowed Awbrey Park to offer a full auxiliary program to students. Prior to this year, they experienced difficulty in providing a strong physical education program to 600 students with only a .50 FTE P.E. instructor.

B. Principal's Opinion of Staff Response

Although agreeing with the results of the Ratio Staffing Policy, the staff at Awbrey Park felt that teachers should have had greater representation in the development of the new policy.

C. Advantages of the Ratio Staffing Policy

--the policy allows for greater teacher participation in the decision-making process at the building level.

--increases flexibility in staffing.

--allows for a full complement of auxiliary instructors in specialty areas.

--decreases the teaching load.

D. Disadvantages

--requires each elementary school to absorb a .25 FTE instrumental musician.

--ignores a consideration of space restrictions and problems at the larger elementary schools.

IMPACT OF RATIO STAFFING POLICY BY SCHOOL FOR 1975-1976

School Bailey Hill Elementary

Principal Glenn Hoff

I. Changes in Staff and Student/Staff Ratios, 1974-75 through 1975-76

	(a)	(b)	(c)	(d)
	Actual Staffing for 1974-75	Staffing for 1975-76 if previous staffing policy were still in effect (hypothetical)	Actual Staffing for 1975-76 under new ratio staffing policy	Resulting Impact of ratio staffing policy in 1975-76 (d)=(c)-(b)
Instructional Staff	17.90	20.60	21.25	+ .65
Student/Instr. Staff Ratio	19.41/1	19.41/1	18.82/1	- .59/1
Administrative Staff	1.00	1.00	1.00	0
Student/Admin. Staff Ratio	347.5/1	400.00/1	400.00/1	0
Clerical Staff	2.50	2.75	2.88	+ .13
Student/Cler. Staff Ratio	139.00/1	145.45/1	138.89/1	- 6.56/1

II. Analysis of the Ratio Staffing Policy at Bailey Hill Elementary

The Ratio Staffing Policy has had a positive effect on Bailey Hill. Bailey Hill's enrollment increased by 52.5 students in 1975-76. Their instructional staff went from 17.90 FTE to 21.25 for an increase of 3.35 certified staff members. The increase in staff was composed of 2.00 classroom teachers, increasing a .60 reading specialist to 1.00, changing a .50 counselor to a 1.00 resource teacher, and increasing the librarian to full time.

Of this increase in staff, however, only .65 FTE can be attributed to the Ratio Staffing Policy. The increase probably helped purchase additional auxiliary specialist time in one of the areas mentioned above.

The size of the regular classroom decreased from 24.30 students per classroom in 1974-75 to 23.53 students per classroom in 1975-76.

III. Summary Statement on Ratio Staffing Policy from Building Administration

A. Changes in Educational Programs

None

B. Principal's Opinion of Staff Response

The staff responded positively to the new policy.

C. Advantages of the Ratio Staffing Policy

--allows the staff a greater opportunity to decide where to channel teaching resources.

D. Disadvantages

--the staffing policy did not address itself to space considerations. Bailey Hill will have a difficult time absorbing another classroom teacher, due to a shortage of classroom space.

IMPACT OF RATIO STAFFING POLICY BY SCHOOL FOR 1975-1976

School Coburg Elementary

Principal Edward Belknap

I. Changes in Staff and Student/Staff Ratios, 1974-75 through 1975-76

	(a)	(b)	(c)	(d)
	Actual Staffing for 1974-75	Staffing for 1975-76 if previous staffing policy were still in effect (hypothetical)	Actual Staffing for 1975-76 under new ratio staffing policy	Resulting Impact of ratio staffing policy in 1975-76 (d)=(c)-(b)
Instructional Staff	10.65	10.62	10.80	+ .18
Student/Instr. Staff Ratio	18.31/1	18.31/1	18.01/1	- .30/1
Administrative Staff	1.00	1.00	.50	- .50
Student/Admin. Staff Ratio	195.00/1	194.50/1	389.00/1	+ 194.50/1
Clerical Staff	1.75	2.00	1.70	- .30
Student/Cler. Staff Ratio	111.43/1	97.25/1	114.41	+ 17.16/1

II. Analysis of the Ratio Staffing Policy at Coburg Elementary

The Ratio Staffing Policy has had a slightly negative impact on Coburg Elementary.

The new policy cost the school approximately .30 instructional FTE which was taken from the regular classroom staff. The decline in staff, however, was offset by the principal assuming some instructional and supervisory responsibilities. The transfer of administrative time to instruction actually resulted in a staffing increase. This transfer of administrative time was done because Coburg was one of the four smallest elementary schools in the District.

There was a decrease in the number of students in the regular classroom from 24.38 in 1974-75 to 23.15 in 1975-76.

III. Summary Statement on Ratio Staffing Policy from Building Administration

A. Changes in Educational Programs

None

B. Principal's Opinion of Staff Response

Neutral

C. Advantages of the Ratio Staffing Policy

--creates greater equality in the distribution of staff among all schools.

--provides additional administrative help to the four largest elementary schools.

--involves existing staff at the building in staffing and program decisions.

D. Disadvantages

--the existing policy creates ambiguity in the role of principal at the four smallest elementary schools. Building staff will eventually decide what the role of principal will be unless the District administration adopts, with Board approval, an explicit job description of the duties and responsibilities of a principal.

--the 18.4 ratio should be based on student FTE and not enrollment. The current policy fails to take into consideration part-time students at the high school and junior high levels.

--the present system for allocating instrumental music should be re-evaluated.

IMPACT OF RATIO STAFFING POLICY BY SCHOOL FOR 1975-1976

School Condon Elementary

Principal Herman T. Schwartzrock

I. Changes in Staff and Student/Staff Ratios, 1974-75 through 1975-76

	(a)	(b)	(c)	(d)
	Actual Staffing for 1974-75	Staffing for 1975-76 if previous staffing policy were still in effect (hypothetical)	Actual Staffing for 1975-76 under new ratio staffing policy	Resulting Impact of ratio staffing policy in 1975-76 (d)=(c)-(b)
Instructional Staff	12.55	14.10	13.75	- .35
Student/Instr. Staff Ratio	18.01/1	18.01/1	18.47/1	+ .46/1
Administrative Staff	1.00	1.00	1.00	0
Student/Admin. Staff Ratio	226.00/1	254.00/1	254.00/1	0
Clerical Staff	2.00	2.25	1.63	- .62
Student/Cler. Staff Ratio	113.00/1	112.89/1	155.83/1	+ 42.94

II. Analysis of the Ratio Staffing Policy at Condon Elementary

The Ratio Staffing Policy has had a slightly negative effect on the numbers of staff at Condon Elementary School.

Condon's enrollment increased by 28 students this year. Under the previous staffing policy, their instructional staff would have increased approximately 1.55 FTE. In reality, their staff only increased 1.20 FTE. Hence, the policy has cost the school .35 FTE in instructional staff. This has increased the teaching load by roughly one-half student per staff member, from 22.60 students per classroom in 1974-75 to 23.09 students in 1975-76. The addition in staff was added to the regular classroom staff.

III. Summary Statement on Ratio Staffing Policy from Building Administration

A. Changes in Educational Programs

None

B. Principal's Opinion of Staff Response

Not stated by principal.

C. Advantages of the Ratio Staffing Policy

--allows greater flexibility at the building level in the planning and utilization of staff.

D. Disadvantages

Not stated by principal.

IMPACT OF RATIO STAFFING POLICY BY SCHOOL FOR 1975-1976

School Crest Drive Elementary

Principal Glendora Burbank

I. Changes in Staff and Student/Staff Ratios, 1974-75 through 1975-76

	(a)	(b)	(c)	(d)
	Actual Staffing for 1974-75	Staffing for 1975-76 if previous staffing policy were still in effect (hypothetical)	Actual Staffing for 1975-76 under new ratio staffing policy	Resulting Impact of ratio staffing policy in 1975-76 (d)=(c)-(b)
Instructional Staff	12.85	13.92	13.75	- .17
Student/Instr. Staff Ratio	18.29/1	18.29/1	18.51/1	+ .22/1
Administrative Staff	1.00	1.00	1.00	0
Student/Admin. Staff Ratio	235.00/1	254.50/1	254.50/1	0
Clerical Staff	2.25	2.00	1.88	- .12
Student/Cler. Staff Ratio	104.4/1	127.25/1	135.37/1	+ 8.12/1

II. Analysis of the Ratio Staffing Policy at Crest Drive Elementary

The Ratio Staffing Policy has had a negligible impact at Crest Drive.

Crest Drive has gained approximately a full-time certified staff member this year, but the increase is due solely to an increase in enrollment.

Class size has decreased from 23.50 students in 1974-75 to 23.14 students per regular classroom in 1975-76.

III. Summary Statement on Ratio Staffing Policy from Building Administration

A. Changes in Educational Programs

None

B. Principal's Opinion of Staff Response

Negative, probably caused by a lack of information and communication prior to its implementation.

C. Advantages of the Ratio Staffing Policy

--establishes greater equity in the school district in the distribution of staff.

D. Disadvantages

--difficult for small schools to mount a quality, diversified program.

--each school is charged .25 FTE for instrumental music when other educational programs have a greater need.

--restrictions still exist in the utilization of auxiliary specialists; specifically, Crest Drive was required to have a reading specialist.

IMPACT OF RATIO STAFFING POLICY BY SCHOOL FOR 1975-1976

School Dunn Elementary

Principal Richard Hinds

I. Changes in Staff and Student/Staff Ratios, 1974-75 through 1975-76

	(a)	(b)	(c)	(d)
	Actual Staffing for 1974-75	Staffing for 1975-76 if previous staffing policy were still in effect (hypothetical)	Actual Staffing for 1975-76 under new ratio staffing policy	Resulting Impact of ratio staffing policy in 1975-76 (d)=(c)-(b)
Instructional Staff	13.25	13.73	13.35	- .38
Student/Instr. Staff Ratio	17.81/1	17.81/1	18.31/1	+ .50/1
Administrative Staff	1.00	1.00	1.00	0
Student/Admin. Staff Ratio	236.00/1	244.50/1	244.50/1	0
Clerical Staff	2.25	2.25	2.00	- .25
Student/Cler. Staff Ratio	104.89/1	108.67/1	122.25/1	+ 13.58/1

II. Analysis of the Ratio Staffing Policy at Dunn Elementary

The Ratio Staffing Policy has had a slight, negative effect on Dunn.

Although Dunn would have gained staff this year due to a small increase in enrollment, their total staff has remained approximately the same as a result of the Ratio Staffing Policy. Overall, this reduction involved only .38 FTE, so the net effect is slight.

Class size increased from 22.48 in 1974-75 to 24.45 students per regular classroom in 1975-76.

III. Summary Statement on Ratio Staffing Policy from Building Administration

A. Changes in Educational Program

None

B. Principal's Opinion of Staff Response

Neutral

C. Advantages of New Ratio Staffing Policy

--creates a fair distribution of staff and reduces the "politics" behind the previous staffing procedures.

D. Disadvantages

--increments of teacher aide time can be so small as to be impractical, especially at the smaller elementary schools. (Dunn, for example, had a .50 FTE library aide in 1974-75 which was reduced to .25 FTE this year due to the Ratio Policy. The aide comes in for only two hours a day, thus making it difficult for continuity and follow-through on work projects.)

IMPACT OF RATIO STAFFING POLICY BY SCHOOL FOR 1975-1976

School Edgewood Elementary

Principal Barbara Keirnes

I. Changes in Staff and Student/Staff Ratios, 1974-75 through 1975-76

	(a)	(b)	(c)	(d)
	Actual Staffing for 1974-75	Staffing for 1975-76 if previous staffing policy were still in effect (hypothetical)	Actual Staffing for 1975-76 under new ratio staffing policy	Resulting Impact of ratio staffing policy in 1975-76 (d)=(c)-(b)
Instructional Staff	20.35	21.91	22.75	+ .84
Student/Instr. Staff Ratio	19.29/1	19.29/1	18.57/1	- .72/1
Administrative Staff	1.00	1.00	1.00	0
Student/Admin. Staff Ratio	392.5/1	422.50/1	422.50/1	0
Clerical Staff	3.00	2.75	3.20	+ .45
Student/Cler. Staff Ratio	130.83/1	153.64/1	132.03/1	- 21.61/1

II. Analysis of the Ratio Staffing Policy at Edgewood Elementary School

The Ratio Staffing Policy has had a positive effect on Edgewood.

Edgewood increased their instructional staff by 2.40 FTE in 1975-76. Of this increase, .84 FTE can be attributed to the Ratio Staffing Policy. The size of the regular classroom teaching staff was increased as the amount of auxiliary specialists in reading, counseling, etc., were held constant.

Class size decreased from 27.26 students in 1974-75 to 24.85 students in 1975-76 in the regular classroom.

The school also benefited from additional amounts of clerical support as a result of the new staffing policy. This acted to reduce the student work load of each clerical person by approximately 22 students.

III. Summary Statement on Ratio Staffing Policy from Building Administration

A. Changes in Educational Programs

None.

B. Principal's Opinion of Staff Response

The staff reacted positively to the new policy.

C. Advantages of the Ratio Staffing Policy

--places accountability at the building level in reference to school programs and staffing decisions

--establishes equality among schools in the amount of staffing resources allocated.

--allows a greater range of decisions to be made by elementary staff concerning educational priorities within their building.

D. Disadvantages

--the manner in which instrumental music FTE is allocated to the elementary schools.

IMPACT OF RATIO STAFFING POLICY BY SCHOOL FOR 1975-1976

School Edison-Eastside Elementary

Principal Cliff Lind

I. Changes in Staff and Student/Staff Ratios, 1974-75 through 1975-76

	(a)	(b)	(c)	(d)
	Actual Staffing for 1974-75	Staffing for 1975-76 if previous staffing policy were still in effect (hypothetical)	Actual Staffing for 1975-76 under new ratio staffing policy	Resulting Impact of ratio staffing policy in 1975-76 (d)=(c)-(b)
Instructional Staff	17.15	16.70	17.25	+ .55
Student/Instr. Staff Ratio	18.86/1	18.86/1	18.26/1	- .60/1
Administrative Staff	1.00	1.00	1.00	0
Student/Admin. Staff Ratio	323.50/1	315.00/1	315.00/1	0
Clerical Staff	2.85	2.60	2.81	+ .21
Student/Cler. Staff Ratio	113.51/1	121.15/1	112.10/1	- 9.05/1

II. Analysis of the Ratio Staffing Policy at Edison-Eastside Elementary

The Ratio Staffing Policy had a positive effect on Edison-Eastside School.

The school was able to maintain the same staff this year as last, despite a declining enrollment. This has improved its overall student-teacher ratio by approximately .60 students per instructional staff member.

With Edison and Eastside combined, class size increased slightly from 22.78 students per regular classroom in 1974-75 to 23.33 students per classroom in 1975-76.

III. Summary Statment on Ratio Staffing Policy from Building Administration

A. Changes in Educational Programs

An analysis of program change at Edison is complicated by the existence of two distinct schools within one building. Although the total enrollment in the building is over 300 students, when the enrollment is split, two small schools emerge--schools which now have some of the organizational difficulties of the smaller elementary schools in the District. Although overall the building stayed at approximately the same enrollment and staff as last year, within the building Eastside gained staff and Edison lost. This change was due to an enrollment shift within the building and not to the new staffing policy.

B. Principal's Opinion of Staff Response

Positive

C. Advantages of the Ratio Staffing Policy

--establishes a fairer distribution of staff among all schools than previously existed.

--encourages staff to participate more in the planning of educational programs at the building level.

D. Disadvantages

--prevents small elementary schools from fielding a full complement of auxiliary specialists (P.E., art, reading, etc.), and thus, from offering a full program to students.

--creates an administrative problem concerning tenured staff and a resulting lack of flexibility. Not being able to staff all specialty areas under the 18.4 ratio, the smaller elementary schools must set priorities by choosing which specialty area they need staffed, based on the educational needs of their students. The existence of a tenured staff member in a specialty, however, often restricts the alternatives the school may choose from. Although this administrative problem is found at all levels, it is especially hard felt among the smaller elementary schools, which have less flexibility to begin with.

E. Ways to Improve the Ratio Staffing Policy

--The District should set a minimal educational program for all elementary schools, regardless of size. Although this could in a few instances violate a strict 18.4 student-teacher ratio, students who attend a small elementary school should be offered the same educational opportunities as found in a larger elementary school.

IMPACT OF RATIO STAFFING POLICY BY SCHOOL FOR 1975-1976

School Fox Hollow Elementary

Principal Merrill McKern

I. Changes in Staff and Student/Staff Ratios, 1974-75 through 1975-76

	(a)	(b)	(c)	(d)
	Actual Staffing for 1974-75	Staffing for 1975-76 if previous staffing policy were still in effect (hypothetical)	Actual Staffing for 1975-76 under new ratio staffing policy	Resulting Impact of ratio staffing policy in 1975-76 (d)=(c)-(b)
Instructional Staff	11.05	11.73	11.25	- .48
Student/Instr. Staff Ratio	17.74/1	17.74/1	18.49/1	+ .75/1
Administrative Staff	1.00	1.00	1.00	0
Student/Admin. Staff Ratio	196.00/1	208.00/1	208.00/1	0
Clerical Staff	2.00	2.00	1.82	- .18
Student/Cler. Staff Ratio	98.00/1	104.00/1	114.29/1	+ 10.29/1

II. Analysis of the Ratio Staffing Policy at Fox Hollow Elementary

The Ratio Staffing Policy had a slightly negative impact on Fox Hollow.

Fox Hollow increased in enrollment in 1975-76, going from 196 students to 208. Their instructional staff, as a result, would have increased by .68 FTE. Instead, Fox Hollow's staffing allotment has remained relatively constant. The Ratio Staffing Policy can be viewed as therefore costing Fox Hollow a half-time instructional staff member.

For the regular classroom teacher, there was an increase in class size from 23.33 students in 1974-75 to 24.47 students in 1975-76.

Although Fox Hollow's total staff has remained the same, there have been internal shifts in the use of staff. The school, for example, did not have a librarian this year. Instead, the .50 FTE used for a librarian in 1974-75 was used to purchase additional teacher aide FTE and to slightly expand on the amount of FTE allocated to P.E. and the reading program.

III. Summary Statement on Ratio Staffing Policy from Building Administration

A. Changes in Educational Programs

None

B. Principal's Opinion of Staff Response

Negative

C. Advantages of the Ratio Staffing Policy

--establishes greater District-wide equality in staffing.

D. Disadvantages

--small elementary schools cannot offer a full program covering all specialties--art, P.E., media, counseling, etc. This will tend to discourage some parents from enrolling their children, as they will seek out other schools which offer full programs.

--creates difficulties for building-level staff when decisions have to be made concerning the reduction of staff members.

--when staff are lost at the smaller elementary schools, there is a loss in flexibility despite the building's control over where the cuts are made.

--being charged .25 FTE for instrumental music is unfair, considering the small number of students served.

E. Ways to Improve the Ratio Staffing Study

--a minimum program should be established for all elementary schools, regardless of size, in order to guarantee that all students receive the same educational services.

IMPACT OF RATIO STAFFING POLICY BY SCHOOL FOR 1975-1976

School Gilham Elementary

Principal William Dugan

I. Changes in Staff and Student/Staff Ratios, 1974-75 through 1975-76

	(a)	(b)	(c)	(d)
	Actual Staffing for 1974-75	Staffing for 1975-76 if previous staffing policy were still in effect (hypothetical)	Actual Staffing for 1975-76 under new ratio staffing policy	Resulting Impact of ratio staffing policy in 1975-76 (d)=(c)-(b)
Instructional Staff	17.10	16.22	16.75	+ .53
Student/Instr. Staff Ratio	19.24/1	19.24/1	18.63/1	- .61/1
Administrative Staff	1.00	1.00	1.00	0
Student/Admin. Staff Ratio	329.00/1	312.00/1	312.00/1	0
Clerical Staff	2.75	2.75	2.75	0
Student/Cler. Staff Ratio	119.64/1	113.45/1	113.45/1	0

II. Analysis of the Ratio Staffing Policy at Gilham Elementary

The Ratio Staffing Policy had a slightly beneficial effect on Gilham. The new policy helped Gilham offset a loss in staff they would have suffered if the previous staffing guidelines were still in effect. Due to an enrollment drop, the school would have decreased from 17.10 FTE instructional staff to 16.22. Gilham's actual staff this year is 16.75 FTE. The Ratio Staffing Policy benefited the school by approximately a half-time instructional staff member.

The relative increase in staff to students was effected by maintaining approximately the same regular classroom staff. As a result of a decreasing enrollment, this acted to lower the average class size, dropping from 24.01 students in 1974-75 to 23.11 students per class in 1975-76.

III. Summary Statement on Ratio Staffing Policy from Building Administration

A. Changes in Educational Programs

None

B. Principal's Opinion of Staff Response

The staff was in general agreement with the new policy as it pertained to Gilham.

C. Advantages of the Ratio Staffing Policy

--creates more flexibility at the building level in designing programs and using staff.

D. Disadvantages

--a possible problem is that continuity of certain programs may be disturbed due to excessive changes from year to year. One year, for example, the staff may decide on expanding one program, and the next year perhaps restricting the program by placing more FTE into another area.

E. Ways to Improve the Ratio Staffing Policy

--the increased control at the building level needs to be coupled with the development of long-range educational plans where the need for year-to-year continuity is an important part of the considerations.

--the new policy needs to be examined with respect to the handling of adjustments in the fall. At present, it is necessary to design schedules and make assignments in the spring and summer, which very likely may be changed by adjustments in staffing made at the start of the school year.

IMPACT OF RATIO STAFFING POLICY BY SCHOOL FOR 1975-1976

School Harris Elementary

Principal Harry Walters

I. Changes in Staff and Student/Staff Ratios, 1974-75 through 1975-76

	(a)	(b)	(c)	(d)
	Actual Staffing for 1974-75	Staffing for 1975-76 if previous staffing policy were still in effect (hypothetical)	Actual Staffing for 1975-76 under new ratio staffing policy	Resulting Impact of ratio staffing policy in 1975-76 (d)=(c)-(b)
Instructional Staff	12.55	12.75	11.75	- 1.00
Student/Instr. Staff Ratio	17.61/1	17.61/1	19.11/1	+ 1.50/1
Administrative Staff	1.00	1.00	1.00	0
Student/Admin. Staff Ratio	221.00/1	224.50/1	224.50/1	0
Clerical Staff	2.00	2.25	2.00	- .25
Student/Cler. Staff Ratio	110.50/1	99.78/1	112.25/1	+ 12.47/1

II. Analysis of the Ratio Staffing Policy at Harris Elementary

The Ratio Staffing Policy has had a negative impact on Harris Elementary School.

Under the previous staffing guidelines, Harris would have had 12.75 FTE instructional staff for 1975-76. If the Ratio Staffing Policy had been fully implemented at Harris this year, they would have had 12.20 FTE staff. Instead, the school has 11.75 FTE instructional staff. Hence, the Ratio Policy cost the school approximately a .50 FTE instructional staff member and failure to fully implement the policy at Harris cost the school another .50 FTE staff member.

The decrease in staff has resulted in the student-staff ratio increasing by 1.50 students per staff member. The average regular class size has increased from 22.10 students in 1974-75 to 24.94 students in 1975-76. The reduction in staff was composed of regular classroom teachers.

III. Summary Statement on Ratio Staffing Policy from Building Administration

A. Changes in Educational Programs

None. The average class size has increased as auxiliary programs were maintained at the same FTE.

B. Principal's Opinion of Staff Response

The staff reacted negatively to the Ratio Staffing Plan, viewing it as increasing class loads.

C. Advantages of the Ratio Staffing Policy

--establishes greater equality in staffing between the various school levels.

--increases control at the building level over staff utilization and program priorities.

D. Disadvantages

--does not hold enough staff in reserve in the fall to make full adjustments (all reserved pool staff were assigned before enrollments stabilized last year; as a result, some schools did not receive the staff they were entitled to under the policy).

--the policy does not recognize that special education students are integrated into part of the regular school program and thereby utilize some regular staff time, specifically in auxiliary specialties such as physical education, music, library and counseling. The 18.4 ratio should be computed, in part at least, on a figure which includes these students.

--the policy does not take into consideration the higher student attrition rate and the greater number of part-time students at the high school level; this acts to continue inequality in staffing among the three levels.

--the policy makes it difficult for the smaller elementary schools to mount a full program including the total range of auxiliary services to students.

E. Ways of Improving the Ratio Staffing Policy

--by recognition that kindergarten students place the same demands on some auxiliary specialists that full-time students do. For example, 40 kindergarten students are treated by the Ratio Staffing Policy as only 20 full-time students, but because the 40 kindergarten students are divided into two classes, two physical education periods are required, two sessions of art, music, and so on. In net effect, one kindergarten student consumes as much auxiliary time as one full-day student.

--by placing the instrumental music program on a District-wide basis similar to the manner in which the Speech Program is handled.

IMPACT OF RATIO STAFFING POLICY BY SCHOOL FOR 1975-1976

School Howard Elementary

Principal Don Essig

I. Changes in Staff and Student/Staff Ratios, 1974-75 through 1975-76

	(a)	(b)	(c)	(d)
	Actual Staffing for 1974-75	Staffing for 1975-76 if previous staffing policy were still in effect (hypothetical)	Actual Staffing for 1975-76 under new ratio staffing policy	Resulting Impact of ratio staffing policy in 1975-76 (d)=(c)-(b)
Instructional Staff	26.55	24.61	26.25	+ 1.64
Student/Instr. Staff Ratio	19.62/1	19.62/1	18.40/1	- 1.22/1
Administrative Staff	1.00	1.00	1.00	0
Student/Admin. Staff Ratio	521.00/1	483.00/1	483.00/1	0
Clerical Staff	3.25	3.50	4.20	+ .70
Student/Cler. Staff Ratio	160.31/1	138.00/1	115.00/1	- 23.00/1

II. Analysis of the Ratio Staffing Policy at Howard Elementary

The Ratio Staffing Policy had a strong, positive impact on Howard Elementary.

Howard has approximately the same instructional FTE this year as in 1974-75. Without the Ratio Staffing Policy, however, the school would have lost approximately two full-time staff positions due to an enrollment drop.

The relative increase in staff to students was accomplished by decreasing the regular classroom teaching staff by 1.50 FTE and doubling the physical education staff to a total of 2.00 FTE. As a result, the regular classroom size has decreased .66 students per classroom (from 24.81 students in 1974-75 to 24.15 students in 1975-76), and the student loads on auxiliary specialists have been reduced. In addition, by expanding on the number of auxiliary personnel, the teaching responsibilities of the regular classroom staffs have been reduced. Overall, there has been a reduction of 1.22 students per instructional staff member.

III. Summary Statement on Ratio Staffing Policy from Building Administration

A. Changes in Educational Programs

The addition of 1.50 FTE in teaching specialist time at Howard has aided the physical education, science and health instruction programs. Even though the homeroom class size has not changed significantly, the staff has been able to realize more time with fewer students. The organization of the Reading/Backside Program at Howard now provides teachers with time to work with one-half of the students in a homeroom while the rest of the class attends specialty programs. Even though this program has been operating at Howard, the new staffing allotment has decreased the time pressure on the specialists, and provided additional time for reading instruction, and has added curriculum areas in science and health.

B. Principal's Opinion of Staff Response

Positive

C. Advantages of the Ratio Staffing Policy

--increased FTE in specialty areas.

--improved the reading program.

--added programs in science and health.

--provided assistance in curriculum development.

--increased the flexibility and variety of offerings to students.

--reduced pressures on entire staff.

D. Disadvantages

--smaller elementary schools have more difficulty in mounting a quality program.

IMPACT OF RATIO STAFFING POLICY BY SCHOOL FOR 1975-1976

School Laurel Hill Elementary

Principal Deane Mellum

I. Changes in Staff and Student/Staff Ratios, 1974-75 through 1975-76

	(a)	(b)	(c)	(d)
	Actual Staffing for 1974-75	Staffing for 1975-76 if previous staffing policy were still in effect (hypothetical)	Actual Staffing for 1975-76 under new ratio staffing policy	Resulting Impact of ratio staffing policy in 1975-76 (d)=(c)-(b)
Instructional Staff	8.75	7.99	7.25	- .74
Student/Instr. Staff Ratio	15.20/1	15.20/1	16.76/1	+ 1.56/1
Administrative Staff	1.00	1.00	.50	- .50
Student/Admin. Staff Ratio	133.00/1	121.50/1	243.00/1	+ 121.50/1
Clerical Staff	1.75	1.75	1.13	- .62
Student/Cler. Staff Ratio	76.00/1	69.43/1	107.52/1	+ 38.09/1

II. Analysis of the Ratio Staffing Policy at Laurel Hill Elementary

The Ratio Staffing Policy has had a negative effect on Laurel Hill Elementary.

Overall, Laurel Hill had 8.75 FTE instructional staff in 1974-75. This year, the school has 7.25 FTE. Of this decline of 1.50 staff members, .74 FTE can be attributed to the new Staffing Policy. The remaining decrease can be attributed to a decline in enrollment.

The decrease in staff is apparently composed of regular classroom teachers. In 1974-75, the regular classroom staff included Morgan, Butherus, Diem, Williams, Entwistle, Etter, Norlin, and a halftime kindergarten teacher, for a total of 7.5 classroom teachers. In

1975-76, classroom staff included Williams, Morgan, Johannis, Lorence, Entwistle, and a halftime kindergarten teacher, for a new total of 5.5 classroom teachers. Even though the amount of classroom staff has decreased, the average size of classrooms has held relatively constant--22.17 students per classroom teacher in 1974-75 and 22.09 students in 1975-76.

From District monies, Laurel Hill has a .50 librarian, a .50 physical education teacher, and a .25 instrumental music teacher. Their auxiliary specialists staff is thus 1.25 FTE. Title I instructional staff includes a .50 librarian, 1.0 reading specialist, and a .50 math specialist. The principal has assumed counseling activities within the school this year.

III. Summary Statement on Ratio Staffing Policy from Building Administration

A. Changes in Educational Programs

A drop in enrollment resulted in a 2.00 loss in classroom teachers. The Staffing Policy cost Laurel Hill .50 FTE in principal time and a 1.00 Curriculum Specialist/counselor. The principal currently spends .50 FTE as a counselor and the remaining time administering the school. Laurel Hill does not have a music/art teacher. The school finds it difficult to provide a complete program. Without Title I funds, Laurel Hill would not have a reading specialist, a .50 math specialist, .50 media/reading specialist, and a .30 Home Worker. The Ratio Staffing Policy reduced teacher aide FTE from .50 to .10 FTE. With Title I, Laurel Hill was able to add 4.50 in teacher aides.

B. Principal's Opinion of Staff Response

The reaction of the Laurel Hill staff was negative. Because the policy assigns .50 of the principal's time to teaching, it reduced the opportunity to hire a music/arts specialist and will, in 1976-77, reduce the physical education specialist from .50 to .30 FTE.

C. Advantages of the Ratio Staffing Policy

--provides the larger elementary schools with an opportunity to hire supporting staff and specialists to complement their educational programs.

D. Disadvantages

--reduced flexibility in the use of staff. When there are fewer classroom teachers than grades, flexibility in programs as well as in assignment of students is lost.

--reducing teacher aide time to .10 eliminates the functional utility of the aide.

E. Ways to Improve the Ratio Staffing Policy

--there should be a minimum basic staff for all elementary schools. The minimum should include part-time reading specialists, counselors, music and art specialists, physical education specialists, and a media specialist.

--schools should not be charged staff FTE for the instrumental music program. At Laurel Hill, the instrumental music teacher meets class two hours a week in the building and serves only eight students, yet the school is charged .25 FTE for this program.

IMPACT OF RATIO STAFFING POLICY BY SCHOOL FOR 1975-1976

School Lincoln Elementary

Principal Nick Maskal

I. Changes in Staff and Student/Staff Ratios, 1974-75 through 1975-76

	(a)	(b)	(c)	(d)
	Actual Staffing for 1974-75	Staffing for 1975-76 if previous staffing policy were still in effect (hypothetical)	Actual Staffing for 1975-76 under new ratio staffing policy	Resulting Impact of ratio staffing policy in 1975-76 (d)=(c)-(b)
Instructional Staff	11.75	10.74	10.25	- .49
Student/Instr. Staff Ratio	16.81/1	16.81/1	17.61/1	+ .80/1
Administrative Staff	1.00	1.00	.50	- .50
Student/Admin. Staff Ratio	197.50/1	180.50/1	361.00/1	+ 180.50/1
Clerical Staff	1.75	2.00	1.81	- .19
Student/Cler. Staff Ratio	112.85/1	90.25/1	99.72/1	+ 9.47/1

II. Analysis of the Ratio Staffing Policy at Lincoln Elementary

The Ratio Staffing Policy had a negative effect on Lincoln Elementary. Lincoln Elementary declined in enrollment this year. The school lost 1.50 FTE instructional staff. The loss of .50 staff member can be attributed to the Ratio Staffing Policy, and the loss of a 1.00 teacher, to the drop in enrollment.

The loss in staff was composed of one classroom teacher, a .50 reading specialist, and a .50 art/music teacher. The principal has assumed teaching responsibilities for .50 of his FTE this year. The size of regular classrooms this year has decreased from 21.94 students per class to 21.24.

III. Summary Statement on Ratio Staffing Policy from Building Administration

A. Changes in Educational Programs

The loss of the reading specialist has resulted in a less comprehensive program being offered to students.

B. Principal's Opinion of Teacher Response

The staff responded negatively to the new policy. First, the policy reduced the number of staff at Lincoln, and this reduced the options the school could choose from. Second, after reducing the staff, it required the principal to assume teaching responsibilities. Because of the reduced administrative time, the building has not functioned as smoothly this year.

C. Advantages of the Ratio Staffing Policy

--generally more equitable to all schools in the distribution of staff.

D. Disadvantages

--the equity is perhaps more imagined than real. The four smallest elementary schools have not been staffed as are the other elementary schools this year.

--decreased flexibility at the building level. The reduction in staff and administrative time has resulted in fewer program options at Lincoln.

--the decline in administrative FTE is especially hard felt at Lincoln because Lincoln is a Title I school, a Community School, and has an alternative school, Action High, housed in it, all of which place extra administrative responsibilities on the principal.

E. Ways to Improve the Ratio Staffing Policy

--the one-half FTE instructional allocation taken from the four smallest elementary schools and given to the four largest should be restored in the interest of equity.

IMPACT OF RATIO STAFFING POLICY BY SCHOOL FOR 1975-1976

School McCormack Elementary

Principal Ernest Carbajal

I. Changes in Staff and Student/Staff Ratios, 1974-75 through 1975-76

	(a)	(b)	(c)	(d)
	Actual Staffing for 1974-75	Staffing for 1975-76 if previous staffing policy were still in effect (hypothetical)	Actual Staffing for 1975-76 under new ratio staffing policy	Resulting Impact of ratio staffing policy in 1975-76 (d)=(c)-(b)
Instructional Staff	18.00	18.12	18.50	+ .38
Student/Instr. Staff Ratio	18.83/1	18.82/1	18.43/1	- .40/1
Administrative Staff	1.00	1.00	1.00	0
Student/Admin. Staff Ratio	339.00/1	341.00/1	341.00/1	0
Clerical Staff	2.75	2.50	2.81	+ .31
Student/Cler. Staff Ratio	123.27/1	136.40/1	121.35/1	- 15.05

II. Analysis of the Ratio Staffing Policy at McCornack Elementary

The Ratio Staffing Policy had a slightly positive effect on McCornack Elementary.

McCornack was able to add a .50 FTE reading specialist to their staff this year as a result of (1) the new staffing policy (.38 FTE), and (2) a slight gain in enrollment (.12 FTE).

Class size increased 23.71 to 26.23 students per regular classroom from 1974-75 to 1975-76.

III. Summary Statement on Ratio Staffing Policy from Building Administration

A. Changes in Educational Programs

None

B. Principal's Opinion of Staff Response

The staff responded fairly strongly to the new policy, although at first they were unclear as to the full implications of the change, especially how the policy would affect class size.

C. Advantages of the Ratio Staffing Policy

--provides greater flexibility by allowing building staff to make more decisions concerning educational programs.

--increases the latitude in which to plan programs.

D. Disadvantages

--schools are charged .25 FTE to support the instrumental music program. This program should be a separate category to be funded apart from the building allocation of staff.

IMPACT OF RATIO STAFFING POLICY BY SCHOOL FOR 1975-1976

School Stella Magladry Elementary

Principal Virgil Erickson

I. Changes in Staff and Student/Staff Ratios, 1974-75 through 1975-76

	(a)	(b)	(c)	(d)
	Actual Staffing for 1974-75	Staffing for 1975-76 if previous staffing policy were still in effect (hypothetical)	Actual Staffing for 1975-76 under new ratio staffing policy	Resulting Impact of ratio staffing policy in 1975-76 (d)=(c)-(b)
Instructional Staff	8.50	8.96	7.75	- 1.21
Student/Instr. Staff Ratio	15.29/1	15.29/1	17.68/1	+ 2.39/1
Administrative Staff	1.00	1.00	.50	- .50
Student/Admin. Staff Ratio	130.00/1	137.00/1	274.00/1	+ 137.00
Clerical Staff	1.75	1.50	1.00	- .50
Student/Cler. Staff Ratio	74.29/1	91.33/1	137.00/1	+ 45.67/1

II. Analysis of the Ratio Staffing Policy at Magladry Elementary School

The Ratio Staffing Policy has had a strong, negative impact on Magladry. Instead of increasing their instructional staff this year due to an enrollment increase, the school lost .75 FTE instructional staff. In total, the Ratio Staffing Policy cost the school 1.21 in staff. This represented approximately 14% of their 1974-75 staff.

The staff members lost were a .50 librarian, a .25 counselor, and a .50 reading specialist. The principal assumed teaching duties for .50 of his time.

Due primarily to an enrollment increase while the number of classroom teachers has remained the same, the average class size at Magladry has increased this year from 21.67 students per class to 22.83. The loss in staff has been partially offset by gains the school has received from various programs. The school has a .50 reading specialist from Title X, a .50 librarian from CETA and a .56 clerk-typist from CETA.

III. Summary Statement on Ratio Staffing Policy from Building Administration

A. Changes in Educational Programs

- The principal at Magladry has assumed the duties of the counselor, supervises bus duty and hall duty, and handles recess for 1.5 hours each day. In addition, the principal taught physical education for the first six weeks of school until a regular .50 physical education teacher was assigned to the school.

B. Principal's Opinion of Staff Response

The staff was originally confused and concerned about the new staffing policy as they did not know how it would affect them.

C. Advantages of the Ratio Staffing Policy

--encourages preplanning.

--increases flexibility at the building level.

--returns staffing decisions to the building staff.

D. Disadvantages

--arbitrarily assigns .25 FTE for instrumental music regardless of the school's needs.

--reduction of administrative time at the four smallest elementary schools.

--the loss of aide time.

IMPACT OF RATIO STAFFING POLICY BY SCHOOL FOR 1975-1976

School Meadow Lark Elementary

Principal John Koelling

I. Changes in Staff and Student/Staff Ratios, 1974-75 through 1975-76

	(a)	(b)	(c)	(d)
	Actual Staffing for 1974-75	Staffing for 1975-76 if previous staffing policy were still in effect (hypothetical)	Actual Staffing for 1975-76 under new ratio staffing policy	Resulting Impact of ratio staffing policy in 1975-76 (d)=(c)-(b)
Instructional Staff	22.15	20.33	21.25	+ .92
Student/Instr. Staff Ratio	19.23/1	19.23/1	18.40/1	- .83/1
Administrative Staff	1.00	1.00	1.00	0
Student/Admin. Staff Ratio	426.00/1	391.00/1	391.00/1	0
Clerical Staff	3.25	2.75	3.31	+ .56
Student/Cler. Staff Ratio	131.08/1	142.18/1	118.13/1	- 24.05/1

II. Analysis of the Ratio Staffing Policy at Meadow Lark Elementary

The Ratio Staffing Policy had a positive effect on Meadow Lark.

Due to an enrollment drop in 1975-76, Meadow Lark would have lost approximately two instructional staff members. The Ratio Staffing Policy reduced this loss to only one, a regular classroom teacher.

Although Meadow Lark has improved their allocated instructional staff FTE relative to the number of students at the school, the size of regular classrooms has remained approximately the same. This is not due to an expansion of auxiliary specialists. Instead, the amount of FTE charged to the school for each "intern" or Resident Teacher has increased from .50 to .67 FTE. Hence, the three interns at the school now cost Meadow Lark 2.00 FTE rather than 1.50. This has acted to stabilize class size between this year and last. Class size per regular classroom teacher has increased from 23.67 to 24.44 between 1974-75 and 1975-76.

III. Summary Statement on Ratio Staffing Policy from Building Administration

A. Changes in Educational Programs

None

B. Principal's Opinion of Staff Response

Positive

C. Advantages of the Ratio Staffing Policy

--gives building autonomy and control over staffing, e.g., the school is now free to add to one curriculum area and delete from another.

D. Disadvantages

--reduces the control and supervision of the School Board.

--no District programs in elementary library, counseling and reading.

--promotes staff in-fighting as positions and programs are fought over.

IMPACT OF RATIO STAFFING POLICY BY SCHOOL FOR 1975-1976

School Parker Elementary

Principal Gerald Keener

I. Changes in Staff and Student/Staff Ratios, 1974-75 through 1975-76

	(a)	(b)	(c)	(d)
	Actual Staffing for 1974-75	Staffing for 1975-76 if previous staffing policy were still in effect (hypothetical)	Actual Staffing for 1975-76 under new ratio staffing policy	Resulting Impact of ratio staffing policy in 1975-76 (d)=(c)-(b)
Instructional Staff	14.10	13.94	15.09	+ 1.15
Student/Instr. Staff Ratio	19.26/1	19.26/1	17.79/1	- 1.47/1
Administrative Staff	1.00	1.00	1.00	0
Student/Admin. Staff Ratio	271.50/1	268.50/1	268.50/1	0
Clerical Staff	2.25	2.50	2.51	+ .01
Student/Cler. Staff Ratio	120.67/1	107.40/1	106.97/1	- .43/1

II. Analysis of the Ratio Staffing Policy at Parker Elementary

The Ratio Staffing Policy had a positive impact at Parker Elementary School.

Parker was able to realize a gain of approximately one full-time instructional staff member as a direct result of the policy. The increase was composed of a .50 physical education instructor and a .50 curriculum associate. The average class size has not been affected significantly. It decreased from 24.03 students per regular classroom in 1974-75 to 23.68 students in 1975-76.

III. Summary Statement on Ratio Staffing Policy from Building Administration

A. Changes in Educational Programs

Expansion of the physical education program.

B. Principal's Opinion of Staff Response

(Unknown due to a change in administration between 1974-75 and 1975-76).

C. Advantages of the Ratio Staffing Policy

--provided more athletic instruction to students.

--provided more time for curriculum planning.

--removed "gamesmanship" from staffing allocations.

D. Disadvantages

--too mechanical and lock-stepped.

--prevents smaller elementary schools from providing a full program.

E. Ways to Improve the Ratio Staffing Policy

--the District needs to establish a minimum educational program for all elementary schools regardless of size. Once the minimum educational program has been staffed at all elementary schools, then the 18.4 formula should be applied in an "over and above" fashion.

IMPACT OF RATIO STAFFING POLICY BY SCHOOL FOR 1975-1976

School Patterson Elementary

Principal Max Beninga

I. Changes in Staff and Student/Staff Ratios, 1974-75 through 1975-76

	(a)	(b)	(c)	(d)
	Actual Staffing for 1974-75	Staffing for 1975-76 if previous staffing policy were still in effect (hypothetical)	Actual Staffing for 1975-76 under new ratio staffing policy	Resulting Impact of ratio staffing policy in 1975-76 (d)=(c)-(b)
Instructional Staff	13.10	14.21	13.75	- .46
Student/Instr. Staff Ratio	18.09/1	18.09/1	18.69/1	+ .60/1
Administrative Staff	1.00	1.00	1.00	0
Student/Admin. Staff Ratio	237.00/1	257.00/1	257.00/1	0
Clerical Staff	2.25	2.25	2.18	- .07
Student/Cler. Staff Ratio	105.33/1	114.22/1	117.89/1	+ 3.67/1

II. Analysis of the Ratio Staffing Policy at Patterson Elementary School

The Ratio Staffing Policy had a slightly negative effect on Patterson. Based on increased enrollment, Patterson's staff would have increased to approximately 14.21 FTE this year. Instead, the school's instructional staff is 13.75. As a result, the Ratio Staffing Policy can be viewed as costing the school .46 in instructional FTE. Despite the Ratio Staffing Policy decreasing allocated staff time, Patterson was able to increase their staff in absolute numbers this year. They added instructional FTE in the auxiliary area of reading.

The class size of the regular classroom teacher increased from 23.47 students in 1974-75 to 25.70 students in 1975-76.

III. Summary Statement on Ratio Staffing Policy from Building Administration

A. Changes in Educational Programs

None

B. Principal's Opinion of Staff Response

The original reaction of the staff was confused because communication surrounding the initial decision to change policies was poor. The planning and implementation of the policy would have been better handled to avoid misunderstandings.

C. Advantages of the Ratio Staffing Policy

--involves staff more directly in the decision-making process. Staff are now more aware of how difficult staffing decisions are, especially when a position is eliminated.

--increases accountability and responsibility at the building level.

D. Disadvantages

--charging each elementary school .25 FTE for instrumental music, despite differing enrollments and differing educational needs at each school, seems to be a poor policy in need of reconsideration.

IMPACT OF RATIO STAFFING POLICY BY SCHOOL FOR 1975-1976

School River Road Elementary

Principal Robert Smith

I. Changes in Staff and Student/Staff Ratios, 1974-75 through 1975-76

	(a)	(b)	(c)	(d)
	Actual Staffing for 1974-75	Staffing for 1975-76 if previous staffing policy were still in effect (hypothetical)	Actual Staffing for 1975-76 under new ratio staffing policy	Resulting Impact of ratio staffing policy in 1975-76 (d)=(c)-(b)
Instructional Staff	22.65	24.76	25.15	+ .39
Student/Instr. Staff Ratio	19.23/1	19.23/1	18.93/1	- .30/1
Administrative Staff	1.00	1.00	1.00	0
Student/Admin. Staff Ratio	435.50/1	476.00/1	476.00/1	0
Clerical Staff	3.00	3.00	3.50	+ .50
Student/Cler. Staff Ratio	145.17/1	158.67/1	136.00/1	- 22.67/1

II. Analysis of the Ratio Staffing Policy at River Road Elementary

The Ratio Staffing Policy had a slightly positive effect at River Road. River Road is considerably under what their instructional staffing FTE should have been this year if the new staffing policy had been completely implemented. At 476 enrolled students and the 18.4 ratio, the school should have 25.90 instructional FTE plus a .50 FTE curriculum associate taken from one of the four smallest schools, for a total instructional FTE of 26.40. In reality, River Road has 25.15 instructional FTE.

Despite the failure to completely implement the Ratio Staffing Policy at River Road, the school gained approximately 2.50 instructional staff this year. Approximately 2.00 of this gain can be attributed to a sizable enrollment increase of 41 students. Class size decreased slightly from 23.54 students per regular classroom in 1974-75 to 23.22 students in 1975-76.

Classroom staff were added to the Environmental School at River Road and to the kindergarten staff. The school decreased the amount of FTE allocated to music/arts from .50 in 1974-75 to .40 in 1975-76.

III. Summary Statement on Ratio Staffing Policy from Building Administration

A. Changes in Educational Programs

The Environmental School started at River Road Elementary this year, so an analysis of the effects of the Staffing Policy is difficult. River Road decreased the certified allocation in the fine arts program.

B. Principal's Opinion of Staff Response

Although the staff was somewhat negative about the staffing policy at first because they did not understand its effect on River Road, they now support it as a more equitable policy than the previous staffing guidelines.

C. Advantages of the Ratio Staffing Policy

--has enabled the school to be more flexible and creative in programming because more decisions on the utilization of staff are now made at the building level.

--deals evenly and fairly with all schools.

D. Disadvantages

--does not hold enough teachers in reserve to make adjustments at the start of the school year.

--assessing .25 FTE for instrumental music without choice when there may be higher-priority areas that merit attention.

IMPACT OF RATIO STAFFING POLICY BY SCHOOL FOR 1975-1976

School Santa Clara Elementary

Principal David Campbell

I. Changes in Staff and Student/Staff Ratios, 1974-75 through 1975-76

	(a)	(b)	(c)	(d)
	Actual Staffing for 1974-75	Staffing for 1975-76 if previous staffing policy were still in effect (hypothetical)	Actual Staffing for 1975-76 under new ratio staffing policy	Resulting Impact of ratio staffing policy in 1975-76 (d)=(c)-(b)
Instructional Staff	22.25	22.38	22.96	+ .58
Student/Instr. Staff Ratio	18.83/1	18.83/1	18.36/1	- .47/1
Administrative Staff	1.00	1.00	1.00	0
Student/Admin. Staff Ratio	419.00/1	421.50/1	421.50/1	0
Clerical Staff	3.00	3.00	3.375	+ .375
Student/Cler. Staff Ratio	139.67/1	140.50/1	124.89/1	- 15.61/1

II. Analysis of the Ratio Staffing Policy at: Santa Clara Elementary

The Ratio Staffing Policy had a slightly positive effect on Santa Clara.

Santa Clara's enrollment and total instructional staff remained approximately the same this year. The school was able to add 1.75 FTE additional teacher aides, however, by converting part of their certified allotment to classified time. Approximately 1.00 FTE of this converted certified time is attributable to the Ratio Staffing Policy

Classroom size has decreased from 26.69 students in 1974-75 to 24.32 students in 1975-76.

III. Summary Statement on Ratio Staffing Policy from Building Administration

A. Changes in Educational Programs

None

B. Principal's Opinion of Staff Response

Positive

C. Advantages of the Ratio Staffing Policy

--increased latitude and expanded opportunities at the building level to establish priorities and translate them into instructional programs.

D. Disadvantages

--does not address crowded conditions and the lack of space.

IMPACT OF RATIO STAFFING POLICY BY SCHOOL FOR 1975-1976

School Silver Lea Elementary

Principal Gordon Corner

I. Changes in Staff and Student/Staff Ratios, 1974-75 through 1975-76

	(a)	(b)	(c)	(d)
	Actual Staffing for 1974-75	Staffing for 1975-76 if previous staffing policy were still in effect (hypothetical)	Actual Staffing for 1975-76 under new ratio staffing policy	Resulting Impact of ratio staffing policy in 1975-76 (d)=(c)-(b)
Instructional Staff	24.75	22.77	23.00	+ .23
Student/Instr. Staff Ratio	18.69/1	18.69/1	18.50/1	- .19/1
Administrative Staff	1.00	1.00	1.00	0
Student/Admin. Staff Ratio	462.50/1	425.50/1	425.50/1	0
Clerical Staff	3.00	3.25	3.88	+ .63
Student/Cler. Staff Ratio	154.17/1	130.92/1	109.66/1	- 21.26/1

II. Analysis of the Ratio Staffing Policy at Silver Lea Elementary School

The Ratio Staffing Policy had a negligible effect on Silver Lea Elementary. Silver Lea lost approximately 2.00 FTE instructional staff in 1975-76. This loss is totally attributable to a decline in enrollment. The prior staffing guidelines would have resulted in the same loss. Class size has increased from 23.96 students in 1974-75 to 28.37 students in 1975-76.

III. Summary Statement on Ratio Staffing Policy from Building Administration

A. Changes in Educational Programs

None

B. Principal's Opinion of Staff Response

The response to the new policy was positive among the staff.

C. Advantages of the Ratio Staffing Policy

--forces all the building staff to carefully review the role of auxiliary specialists in the building. Many staff did not fully understand the roles served by such personnel in the past.

--encourages staff to work cooperatively.

--requires closer coordination of educational programs.

--the policy is based on a fair formula whereby no school is favored in the allocation of staff resources.

D. Disadvantages

--produces more responsibility for the principal without taking into account the time required to discharge the additional duties.

--neglects space consideration, a serious problem at the more crowded schools.

IMPACT OF RATIO STAFFING POLICY BY SCHOOL FOR 1975-1976

School Spring Creek Elementary

Principal Sallie Walker

I. Changes in Staff and Student/Staff Ratios, 1974-75 through 1975-76

	(a)	(b)	(c)	(d)
	Actual Staffing for 1974-75	Staffing for 1975-76 if previous staffing policy were still in effect (hypothetical)	Actual Staffing for 1975-76 under new ratio staffing policy	Resulting Impact of ratio staffing policy in 1975-76 (d)=(c)-(b)
Instructional Staff	24.55	26.22	27.25	+ 1.03
Student/Instr. Staff Ratio	19.14/1	19.14/1	18.42/1	- .72/1
Administrative Staff	1.00	1.00	1.00	0
Student/Admin. Staff Ratio	470.00/1	502.00/1	502.00/1	0
Clerical Staff	3.25	3.25	4.19	+ .94
Student/Cler. Staff Ratio	144.62/1	154.46/1	119.81/1	- 34.65/1

II. Analysis of the Ratio Staffing Policy at Spring Creek Elementary

The Ratio Staffing Policy had a strong, positive effect on Spring Creek. Spring Creek gained approximately 2.7 instructional staff in 1975-76. Of this gain, approximately 1.0 FTE can be attributed to the Ratio Staffing Policy.

Spring Creek's additions to their staff this year were in regular classroom teachers (1.5 kindergarten teachers), reading specialist time and curriculum associate FTE. The Ratio Staffing Policy's contribution to the increase probably allowed the school to expand staffing FTE in auxiliary areas, especially the library.

The size of the regular classroom decreased from 26.11 students in 1974-75 to 24.61 students in 1975-76.

III. Summary Statement on Ratio Staffing Policy from Building Administration

A. Changes in Educational Programs

Auxiliary services have been expanded in library and reading.

B. Principal's Opinion of Staff Response

Positive. Spring Creek was kept informed and had ample opportunity to provide input, although some teachers may have had negative feelings which were perhaps generated by conflicting sources of information.

C. Advantages of the Ratio Staffing Policy

--provides some autonomy for building staff and allows for greater planning and decision making. Spring Creek is allocated staff positions and it is up to the school to develop a program, establish priorities, and justify their position.

--staff are in a better position to set their own priorities.

D. Disadvantages

--charging .25 FTE for instrumental music when this involves only a few students. This policy needs to be re-examined in light of other, more pressing, needs. Spring Creek has a much greater need to expand on speech therapist FTE, for example.

--no consideration of space problems at various schools. It is difficult to provide adequate space for current staff at Spring Creek.

IMPACT OF RATIO STAFFING POLICY BY SCHOOL FOR 1975-1976

School Twin Oaks Elementary

Principal Al Thiessen

I. Changes in Staff and Student/Staff Ratios, 1974-75 through 1975-76

	(a)	(b)	(c)	(d)
	Actual Staffing for 1974-75	Staffing for 1975-76 if previous staffing policy were still in effect (hypothetical)	Actual Staffing for 1975-76 under new ratio staffing policy	Resulting Impact of ratio staffing policy in 1975-76 (d)=(c)-(b)
Instructional Staff	13.45	13.05	13.25	+ .20
Student/Instr. Staff Ratio	18.55/1	18.55/1	18.26/1	- .29/1
Administrative Staff	1.00	1.00	1.00	0
Student/Admin. Staff Ratio	249.50/1	242.00/1	242.00/1	0
Clerical Staff	2.25	2.25	2.125	- .125
Student/Cler. Staff Ratio	110.89/1	107.56/1	113.62/1	+ 6.32/1

II. Analysis of the Ratio Staffing Policy at Twin Oaks Elementary

The Ratio Staffing Policy had a negligible impact on Twin Oaks Elementary.

Twin Oaks lost a small amount of staff due to a slight enrollment drop (.40 FTE) and gained .20 instructional staff from the Ratio Policy.

Classroom size decreased from 23.10 students in 1975-76 to 22.00 students per regular classroom in 1975-76.

III. Summary Statement on Impact of Ratio Staffing Policy

A. Changes in Educational Programs

None

B. Principal's Opinion of Staff Response

Positive

C. Advantages of Ratio Staffing Policy

--requires staff input in the design of building programs.

--encourages joint planning.

--provides adequate time to plan.

D. Disadvantages

--small schools cannot provide a full program.

--inadequate rationale why each elementary school should be charged .25 FTE for instrumental music.

IMPACT OF RATIO STAFFING POLICY BY SCHOOL FOR 1975-1976

School Washington Elementary

Principal Cliff Broyles

I. Changes in Staff and Student/Staff Ratios, 1974-75 through 1975-76

	(a)	(b)	(c)	(d)
	Actual Staffing for 1974-75	Staffing for 1975-76 if previous staffing policy were still in effect (hypothetical)	Actual Staffing for 1975-76 under new ratio staffing policy	Resulting Impact of ratio staffing policy in 1975-76 (d)=(c)-(b)
Instructional Staff	22.45	22.74	23.75	+ 1.01
Student/Instr. Staff Ratio	19.29/1	19.29/1	18.46/1	- .83/1
Administrative Staff	1.00	1.00	1.00	0
Student/Admin. Staff Ratio	433.00/1	438.50/1	438.50/1	0
Clerical Staff	3.00	3.00	3.50	+ .50
Student/Cler. Staff Ratio	144.33/1	146.17/1	125.29/1	- 20.88/1

II. Analysis of the Ratio Staffing Policy at Washington Elementary

The Ratio Staffing Policy had a strong positive effect on Washington Elementary.

Due to the new staffing policy, Washington incurred an increase of one full-time instructional staff member. The increase was used to expand on their regular classroom staff (.50 FTE) and to expand the physical education program by .50 FTE. The size of the classroom decreased from 24.06 students in 1974-75 to 23.08 students in 75-76.

III. Summary Statement on Ratio Staffing Policy from Building Administration

A. Changes in Educational Programs

Expansion of the physical education program

B. Principal's opinion of staff response.

Strongly in favor

C. Advantages of Ratio Staffing Policy

--achieves equity in the school district in the distribution of staff.

--staffing is made available to the school when there is an overload of children.

D. Disadvantages

--Takes too long for adjustments in staffing to be made at the start of the school year. Washington's music teacher taught a regular class for three weeks until a homeroom teacher was released from the staffing pool. The music program was delayed for the entire school as a result. In addition, when new staff are added, it takes time to train and orient them to the building. Adding teachers three weeks into the first semester is perhaps the worst time to do so because the start of the school year is characterized by a heavy overload in responsibilities for the teaching staff. The present policy could be improved by making adjustments early and by placing a substitute teacher in positions where there is an obvious need until the adjustment can be formally made.

--building control over staffing is decreased by the policy when enrollments are declining and staff turnover is low.

IMPACT OF RATIO STAFFING POLICY BY SCHOOL FOR 1975-1976

School Westmoreland Elementary

Principal H. T. Hochstatter

I. Changes in Staff and Student/Staff Ratios, 1974-75 through 1975-76

	(a) Actual Staffing for 1974-75	(b) Staffing for 1975-76 if previous staffing policy were still in effect (hypothetical)	(c) Actual Staffing for 1975-76 under new ratio staffing policy	(d) Resulting Impact of ratio staffing policy in 1975-76 (d)=(c)-(b)
Instructional Staff	21.05	22.33	23.25	+ .92
Student/Instr. Staff Ratio	19.17/1	19.17/1	18.41/1	- .76/1
Administrative Staff	1.00	1.00	1.00	0
Student/Admin. Staff Ratio	403.50/1	428.00/1	428.00/1	0
Clerical Staff	2.75	3.00	3.69	+ .69
Student/Cler. Staff Ratio	146.73/1	142.67/1	115.99/1	- 26.68/1

II. Analysis of the Ratio Staffing Policy at Westmoreland Elementary

The Ratio Staffing Policy had a positive impact on Westmoreland Elementary.

In 1975-76 Westmoreland gained approximately two instructional staff members. Of this increase, one staff member can be attributed to the Ratio Staffing Policy. Class size has increased in the regular classroom from 23.74 students in 1974-75 to 25.18 students in 1975-76. Westmoreland has used their staffing increase to expand all auxiliary specialists, with the exception of instrumental music, to 1.00 FTE. They have a full-time reading specialist, media specialist, resource teacher, arts teacher, and physical education instructor.

III. Summary Statement on Ratio Staffing Policy from Building Administration

A. Changes in Education Programs

Westmoreland has expanded on auxiliary specialty areas, specifically in library and arts.

B. Principal's Opinion of Staff Response

Positive

C. Advantages of the Ratio Staffing Policy

--helped Westmoreland reduce their overall teaching load

D. Disadvantages

--kindergarten students are counted as only .50 student in the present formula for distributing clerical staff. Whether a student attends for ½ day or a full day, the same amount of paper work is generated for the clerical staff. Hence, kindergarten students should be counted as full time for purposes of allocating clerical staff.

--does not consider space restrictions, a critical problem at Westmoreland.

--the schools do not control the amount of instrumental music FTE they are charged for. This is inconsistent with the overall intent of the new staffing policy.

IMPACT OF RATIO STAFFING POLICY BY SCHOOL FOR 1975-1976

School Whiteaker Elementary

Principal Walter Burgess

I. Changes in Staff and Student/Staff Ratios, 1974-75 through 1975-76

	(a)	(b)	(c)	(d)
	Actual Staffing for 1974-75	Staffing for 1975-76 if previous staffing policy were still in effect (hypothetical)	Actual Staffing for 1975-76 under new ratio staffing policy	Resulting Impact of ratio staffing policy in 1975-76 (d)=(c)-(b)
Instructional Staff	13.45	11.35	11.25	- .10
Student/Instr. Staff Ratio	17.40/1	17.40/1	17.56/1	+ .16/1
Administrative Staff	1.00	1.00	1.00	0
Student/Admin. Staff Ratio	234.00/1	197.50/1	197.50/1	0
Clerical Staff	2.00	2.25	1.94	- .31
Student/Cler. Staff Ratio	117.00/1	87.78/1	101.80/1	+ 14.02/1

II. Analysis of the Ratio Staffing Policy at Whiteaker School

The Ratio Staffing Policy had a negligible effect on Whiteaker Elementary. Whiteaker lost two staff members in 1975-76. The loss can be attributed to a drop in enrollment of 36.50 students. 1.00 FTE in specialist time and a 1.00 kindergarten teacher were lost from the staff. Class size in the regular classroom has decreased from 22.72 students in 1974-75 to 21.94 students in 1975-76. The Ratio Staffing Policy did not cost the school a significant amount of staff.

III. Summary Statement on Ratio Staffing Policy from Building Administration

A. Changes in Educational Programs

The staff at Whiteaker has greater freedom to decide how the school's allocated staffing is to be used. They have decided to lower the average size of classrooms by increasing the relative number of regular classroom teachers and decreasing the relative number of auxiliary specialists.

B. Principals Opinion of Staff Response

Positive

C. Advantages of the Ratio Staffing Policy

--allows staff at the building level to prioritize needs and reach decisions through consensus on educational programs at Whiteaker. The previous staffing policy tended to discourage this, as there were more constraints on the use of staff.

D. Disadvantages

--charging each elementary school .25 FTE for instrumental music. Schools should be charged proportionately based on the number of youngsters who are provided that specific service.

--a possible detrimental effect of the new staffing policy is that it removes all administrative controls on assuring that specialized auxiliary staff will be assigned to each educational unit. When teachers are given some control of staffing allotment, experience has shown that they give first consideration to pupil-teacher ratio in the classroom.

IMPACT OF RATIO STAFFING POLICY BY SCHOOL FOR 1975-1976

School Willagillespie Elementary

Principal Mike Brott

I. Changes in Staff and Student/Staff Ratios, 1974-75 through 1975-76

	(a)	(b)	(c)	(d)
	Actual Staffing for 1974-75	Staffing for 1975-76 if previous staffing policy were still in effect (hypothetical)	Actual Staffing for 1975-76 under new ratio staffing policy	Resulting Impact of ratio staffing policy in 1975-76 (d)=(c)-(b)
Instructional Staff	17.35	17.71	17.25	- .46
Student/Instr. Staff Ratio	18.18/1	18.18/1	18.67/1	+ .49/1
Administrative Staff	1.00	1.00	1.00	0
Student/Admin. Staff Ratio	315.50/1	322.00/1	322.00/1	0
Clerical Staff	2.50	2.50	2.69	+ .19
Student/Cler. Staff Ratio	126.20/1	128.80/1	119.70/1	- 9.10/1

II. Analysis of the Ratio Staffing Policy at Willagillespie Elementary

The Ratio Staffing Policy had a slightly negative impact on Willagillespie. Willagillespie's instructional staff and distribution of staff among regular classroom teachers and auxiliary specialists remained the same this year. Their enrollment, however, increased. The size of the class for the regular classroom teacher has increased from 22.54 students in 1974-75 to 23.00 students in 1975-76. As a result, the Ratio Staffing policy cost the school the increase in staff they would have incurred due to the enrollment increase. This amounts to approximately a half-time instructional staff member.

III. Summary Statement on Ratio Staffing Policy from Building Administration.

A. Changes in Educational Programs

None

B. Principal's Opinion of Staff Response

The staff favored the new policy

C. Advantages of the Ratio Staffing Policy

--creates greater equity in the school district in the distribution of staff.

--encourages greater control over programs and staffing at the building level.

--more flexibility in the utilization of staff (one person can serve as both a reading specialist and a counselor--under the previous guidelines, Willagillespie was assigned a specific person in each of these auxiliary areas).

D. Disadvantages

--being assigned a .25 FTE instrumental musician without choice seems to be in contradiction to the new policy's intent of providing schools with the freedom to make their own staffing decisions.

--staffing adjustments, after enrollments have stabilized, are often rather late. This fall it took three weeks for the system to verify enrollment and free a teacher from the pool for assignment to Willagillespie.

IMPACT OF RATIO STAFFING POLICY BY SCHOOL FOR 1975-1976

School Willakenzie Elementary

Principal Margaret Johnson

I. Changes in Staff and Student/Staff Ratios, 1974-75 through 1975-76

	(a)	(b)	(c)	(d)
	Actual Staffing for 1974-75	Staffing for 1975-76 if previous staffing policy were still in effect (hypothetical)	Actual Staffing for 1975-76 under new ratio staffing policy	Resulting Impact of ratio staffing policy in 1975-76 (d)=(c)-(b)
Instructional Staff	17.55	14.23	14.98	+ .75
Student/Instr. Staff Ratio	19.15/1	19.15/1	18.19/1	- .96/1
Administrative Staff	1.00	1.00	1.00	0
Student/Admin. Staff Ratio	336.00/1	272.50/1	272.50/1	0
Clerical Staff	2.50	2.75	2.88	+ .13
Student/Cler. Staff Ratio	134.40/1	99.10/1	94.62/1	- 4.48/1

II. Analysis of the Ratio Staffing Policy at Willakenzie Elementary

The Ratio Staffing Policy had a positive effect on Willakenzie. Willakenzie experienced a sharp decline in enrollment for 1975-76, dropping from 336 to 272 students. The prior staffing policy, based on this decline, would have allocated 14.23 FTE instructional staff to Willakenzie for this year. Instead, the school has 14.98 FTE. The Ratio Staffing Policy has therefore benefited Willakenzie by approximately .75 FTE in staff.

Staff changes were composed of decreasing the regular classroom staff by 2.50 FTE, dropping a .50 librarian, and adding .50 FTE in reading specialist time. The size of the regular classroom has decreased only slightly from 23.17 students in 1974-75 to 22.71 students in 1975-76. Willakenzie did not have a librarian this year paid by District funds. Instead, the school was assigned a .50 CETA certified staff member as the librarian. Willakenzie maintained the same amount of auxiliary specialist FTE this year as in 1974-75.

III. Summary Statement on Ratio Staffing Policy from Building Administration

A. Changes in Educational Programs

None

B. Principal's Opinion of Staff Response

Positive

C. Advantages of the Ratio Staffing Policy

--offers greater equity in staffing at the various educational levels

D. Disadvantages

None

E. Ways to Improve the Ratio Staffing Policy

--it would help to take a closer look at program needs when making decisions on staffing.

IMPACT OF RATIO STAFFING POLICY BY SCHOOL FOR 1975-1976

School Willard Elementary

Principal Donald Eckenrode

I. Changes in Staff and Student/Staff Ratios, 1974-75 through 1975-76

	(a)	(b)	(c)	(d)
	Actual Staffing for 1974-75	Staffing for 1975-76 if previous staffing policy were still in effect (hypothetical)	Actual Staffing for 1975-76 under new ratio staffing policy	Resulting Impact of ratio staffing policy in 1975-76 (d)=(c)-(b)
Instructional Staff	18.75	16.48	17.25	+ .77
Student/Instr. Staff Ratio	18.93/1	18.93/1	18.09/1	- .84/1
Administrative Staff	1.00	1.00	1.00	- 0 -
Student/Admin. Staff Ratio	355.00/1	312.00/1	312.00/1	- 0 -
Clerical Staff	3.15	3.15	3.13	- .02
Student/Cler. Staff Ratio	112.70/1	99.05/1	99.68/1	+ .63/1

II. Analysis of the Ratio Staffing Policy at Willard Elementary

The Ratio Staffing Policy had a positive impact on Willard Elementary. Willard dropped in enrollment by 43 students in 1975-76. Under the previous staffing guidelines, the school would have dropped to approximately 16.50 FTE instructional staff members. The school has 17.25 staff members this year. Hence the Ratio Staffing Policy can be viewed as benefiting the school by approximately .75 FTE in instructional staff. The size of the regular classroom has increased from 23.83 students in 1974-75 to 26.00 students in 1975-76.

Willard is one of the few elementary schools which has a full-time staff member in each of the auxiliary specialty areas. The Ratio Staffing Policy probably helped Willard to maintain such a staffing arrangement.

III. Summary Statement on Ratio Staffing Policy from Building Administration

A. Changes in Educational Programs

None

B. Principal's Opinion of Staff Response

Some of the staff at Willard responded negatively as they viewed the policy as reducing Willard's staff.

C. Advantages of the Ratio Staffing Policy

None stated.

D. Disadvantages

--allows cuts to be made in instructional staff after the school year has started. This has a disruptive and emotionally-upsetting impact on both students and teachers, especially when a regular classroom teacher is lost.

--because an elementary school's staff is computed based on its total enrollment, a problem is created in achieving internal grade level balance. This is true even if schools are extremely flexible in cross-grade level assignments and other grouping arrangements.

--takes too long to make adjustments in staffing in the fall.

E. Ways to Improve the Ratio Staffing Policy

--a "floor" or minimum program should be guaranteed to the smallest elementary schools so they can offer a full program to students. Small elementary schools should also be exempted from the 3% contribution to the unassigned pool if this drops the school below the minimum program.

--enrollments in the South Region are influenced by the term scheduling at the University of Oregon. An argument could be made for holding off staff adjustments until the University session begins. A study should be made of the influence of the University on enrollment figures. At the least, schools should be allowed to count known late arrivals.

--setting an exact time for movement of tenured or probationary teachers, transfer requests, interns, and temporary personnel before the unencumbered staff pool is used when making adjustments in the fall needs to be made and strictly adhered to. Because the above-mentioned teachers must be assigned before additional FTE is released from the pool, the efficiency of the system depends on getting these teachers settled as soon as possible. The Personnel Department will have to be more persuasive and directive in meeting this goal.

Summary of Elementary School Program Changes

This summary has two parts. The first part summarizes administrative opinion about the new policy's effects on programs and the second discusses changes in the teaching specialties of school staff members.

Administrative Opinion

When principals were interviewed, some felt that the reactions of school staff members should be discussed in the evaluation. The opinion of building principals about staff response to the new policy is parallel to the gain or loss in staff size that their schools experienced. Staff members at schools that gained staff positions were reported to be positive about the plan and staff members at schools that lost staff positions were reported by the principals to be negative about the plan. This part of the summary groups elementary schools into five categories based on the staffing effects of the Ratio Policy. In addition, a list is provided which describes the most common school responses to the following topics: attitude of staff members to the Ratio Policy, advantages of the policy, disadvantages, and ways of improving it.

In the preceding individual school presentations, seven schools were judged by the Evaluation Department to have been strongly, positively affected by the Ratio Policy, and four schools to have been strongly negatively affected. Table 10 ranks each school by amount of instructional and administrative staff gain or loss resulting from the policy. The table groups schools into five categories ranging from strongly positive to strongly negative. Strongly positive schools were those which gained approximately .90 FTE in staff or more because of the policy. Schools categorized as positive gained approximately .25 to .90 FTE staff. Neutrally-ranked schools either gained or lost .25 FTE or less in staff. Schools categorized as negative lost approximately .25 to .90 in staff. Schools which were classified as strongly, negatively affected lost more than .90 FTE. The average enrollment for schools in each category is also presented.

Table 10 reveals a direct relationship between size of enrollment and the effects of the Ratio Policy on the elementary schools. The larger the enrollment of the school, the more likely the school was to have gained staff because of the policy. This finding is not surprising, given that

Table 10

Elementary Schools Ranked and Grouped by Amount of Instructional and Administrative Staff Gain or Loss Resulting from the Ratio Staffing Policy in 1975-76

School	Change in Instructional and Administrative Staff Resulting From Ratio Policy	Enrollment	Effect of Ratio Policy	Average Student Enrollment of Schools in Each Category
1. Awbrey Park	+ 1.99	624.50	Strong, positive effect	447.93
2. Howard	+ 1.64	483.00		
3. Parker	+ 1.15	268.50		
4. Spring Creek	+ 1.03	502.00		
5. Washington	+ 1.01	438.50		
6. Meadow Lark	+ .92	391.00		
7. Westmoreland	+ .92	428.00		
TOTAL	+ 8.66	3,135.50		
		N = 7		
8. Edgewood	+ .84	422.50	Positive effect	363.55
9. Willard	+ .77	312.00		
10. Bailey Hill	+ .65	400.00		
11. Santa Clara	+ .58	421.00		
12. Willakenzie	+ .58	272.50		
13. Edison	+ .55	315.00		
14. Gilham	+ .53	312.00		
15. River Road	+ .39	476.00		
16. McCornack	+ .38	341.00		
TOTAL	+ 5.27	3,272.00		
		N = 9		
17. Silver Lea	+ .23	425.50	Neutral effect	274.50
18. Twin Oaks	+ .20	242.00		
19. Adams	+ .01	253.00		
20. Whiteaker	- .10	197.50		
21. Crest Drive	- .17	254.50		
TOTAL	+ .17	1,372.50		
		N = 5		
22. Coburg	- .32	194.50	Negative effect	246.67
23. Condon	- .35	254.00		
24. Dunn	- .38	244.50		
25. Patterson	- .46	257.00		
26. Willagillespie	- .46	322.00		
27. Fox Hollow	- .48	208.00		
TOTAL	- 2.45	1,480.00		
		N = 6		
28. Lincoln	- .99	180.50	Strong, negative effect	165.88
29. Harris	- 1.00	224.50		
30. Laurel Hill	- 1.24	121.50		
31. Magladry	- 1.71	137.00		
TOTAL	- 4.94	663.50		
		N = 4		

lower enrollment schools had the lowest student/staff ratios prior to the implementation of the new staffing plan. Overall, 19 schools gained a total of 14.37 FTE in instructional staff, and 12 schools lost a total of 7.66 FTE in either instructional or administrative staff. In total, this represented a movement of some 22 staff members and a net gain to the elementary schools of approximately seven staff members.

A number of schools reported similar responses to the Ratio Policy. Eighteen elementary schools reported that their staffs approved of the new staffing plan, nine schools reported negative responses, and four were unknown or unstated. Six of the seven schools classified as strongly, positively affected reported staff approval; the seventh school's response was unstated. All four of the elementary schools classified as strongly, negatively affected reported staff disapproval of the new policy. Principals' perceptions of staff opinion are thus congruent with actual staff gains and losses.

A number of schools reported common advantages and disadvantages. Among the advantages were increased building control over staffing, greater flexibility in the use of staff, greater participation by building staff in school matters, and more equity in the distribution of staff district-wide. The disadvantages were the manner in which instrumental music specialists were assigned, difficulty with the staffing adjustment period, no consideration of space problems, and small schools' inability to offer a full program. The following identify the number of schools for each response:

1. Eighteen elementary schools reported that the plan has either increased staff control over the use of personnel or increased flexibility in the use of staff. Three schools reported a decrease in staffing flexibility.
2. Fourteen elementary schools responded that the Ratio Policy established a more equitable distribution of staff in the district.
3. Seventeen schools reported dissatisfaction with the present method of allocating instrumental music positions.

4. Ten elementary schools felt that the Ratio Policy prevented the smaller elementary schools from offering a full educational program because it prevents them from staffing all the auxiliary specialty areas.
5. Nine schools reported greater participation by school staffs in decision-making processes, particularly in reference to staffing and curriculum matters.
6. Six schools expressed dissatisfaction with the staff adjustment period at the start of the school year: either it takes too long to make adjustments or not enough positions are held in reserve to make full adjustments.
7. Six of the larger schools reported that the staffing policy should have considered crowded conditions in some schools.

The above points were recurring responses to questions concerning the Ratio Policy. In addition, however, some schools raised individual points. Such unique responses often represent insights into the effects of the Ratio Policy. The Evaluation Department considers the following to be the most important:

Adams

The Ratio Policy forces staff to identify priorities of various programs in order to allocate limited funds for staff positions.

The policy allows for evaluation of auxiliary specialists within the school.

Coburg

The plan creates ambiguity in the role of principal at the four smallest elementary schools. Building staff will eventually decide what the role of principal will be unless the district administration, with Board approval, adopts an explicit job description.

Crest Drive

Restrictions still exist in the use of auxiliary specialists; specifically, Crest Drive was required to have a reading specialist.

Dunn

Increments of aide time can be so small as to be impractical.

Edgewood

The plan makes schools accountable for programs and staffing decisions.

Edison-Eastside

The existence of a tenured staff member in a specialty area often restricts the (staffing) alternatives of the school.

Gilham

Continuity of programs may be disturbed due to excessive changes (in staffing) from year to year. One year, for example, the staff may decide on expanding one program, and the next year restricting the program by placing more staff FTE in another area.

Harris

The policy does not recognize that special education students are integrated into part of the regular school program and thereby use some regular staff time, specifically in physical education, music, library, and counseling. The 18.4 ratio should be computed, in part at least, on a figure which includes these students.

Lincoln

The decline in administrative FTE is especially hard felt at Lincoln because Lincoln is a Title I school, a Community School, and has an alternative school, Action High, housed in it, all of which create extra administrative duties for the principal.

Meadow Lark

Can promote in-fighting among staff as positions and programs are fought over.

Reduces the control and supervision of the School Board.

Silver Lea

Forces all staff members to carefully review the role of auxiliary specialists in the building. Many staff members did not fully understand the roles served by such personnel in the past.

Westmoreland

Kindergarten students should be counted as full time for purposes of allocating clerical staff. Whether a student attends for one-half day or a full day, the same amount of paperwork is generated for the clerical staff.

Whiteaker

> It removes all administrative controls on assuring that specialized auxiliary staff will be assigned to each educational unit. When teachers are given control over staffing, experience has shown that they give first consideration to pupil-teacher ratio in the (regular) classroom.

Willard

> Because an elementary school's staff size is based on its total enrollment, a problem is created in achieving internal grade level balance.

Suggestions for improving the Ratio Staffing Policy focused on providing the smaller elementary schools with enough staff positions to cover auxiliary specialty areas. Five schools made points similar to this one from Dunn: "The District should set a minimal education program for all elementary schools, regardless of size. Although this could in a few instances violate a strict 18.4 student-teacher ratio, students who attend a small elementary school should be offered the same educational opportunities as found in a larger elementary school." On the other hand, several principals said that with creative and proper organization, the smaller elementary schools could offer the same educational opportunities as the larger schools.

Changes in the Specialization of Staff Within Elementary Schools

This part of the summary presents changes in the numbers of staff members allocated to regular classroom positions and auxiliary specialty areas by elementary school in 1974-75 and 1975-76. Based on this data, the average number of students per classroom teacher and the average number of students per auxiliary specialist for both years are also calculated. The student/staff ratios and staffing totals by teaching area will reveal program changes as reflected by changes in the types of staff used. In addition, program changes at the elementary schools positively affected by the Ratio Policy will be compared to the program changes at schools which have been negatively affected. This comparison will reveal the varying program responses made by schools to the Ratio Policy.

Changes in the types of educational personnel used by schools are keys to identifying changes in educational programs. Table 11 compares changes in the amount of staff allocated for regular classroom teachers, curriculum associates, counselors, reading specialists, math specialists, IMC (library), art/music, physical education, resource, instrumental music, and reallocated certified time by elementary school for 1974-75 and 1975-76.

Total enrollment remained approximately the same at the elementary schools between 1974-75 and 1975-76. The overall staffing totals for each category of staff, therefore, show the collective changes in program emphasis resulting from the Ratio Policy and internal shifts in program priorities between the two years. The number of regular classroom teachers, counselors, reading specialists, math specialists, and art/music teachers decreased slightly. The number of resource teachers has decreased significantly, dropping from 10.4 FTE in 1974-75 to 3.60 FTE in 1975-76. The number of curriculum associates and librarians has increased slightly. Physical education is the one large category which has shown a marked change, rising from 15.5 FTE in 1974-75 to 29.00 FTE in 1975-76; nearly doubling in the course of one year. The increase in physical education staff size accounts for most of the overall decrease in the other teaching categories, as well as the net increase in staff experienced by the elementary schools.

Table 11 also reveals diverse changes in staffing patterns between the two years when individual schools are examined. Although each elementary school had a reading specialist assigned to it in 1974-75, nine schools chose not to have a district-funded reading specialist in 1975-76. Some schools, like Crest Drive, hardly changed their distribution of staff between the two years. Other schools, Silver Lea and Howard, for example, made significant changes in almost every teaching area. Reflecting almost equal overall totals in 1974-75 and 1975-76 for classroom teachers, 13 schools increased their regular classroom staff, 15 decreased it, and 3 did not change. Eighteen schools increased the number of their auxiliary staff, while 13 schools decreased the number of FTE auxiliary specialists.

Using data from Table 11, Tables 12 and 13 compare the average number of students per regular classroom teacher and auxiliary specialist, respectively, between 1974-75 and 1975-76 by school. Differences in the

Table 11

Distribution of Elementary Regular Instructional Staff
by Teaching Area, 1974-75 and 1975-76

	Curriculum Associate	Counselor	Reading Special-ist	Math Special-ist	IMC Lib-rarian	Art/ Music	Physical Education	Resource	Instru-mental Music	Reallo-cated Staff	Total Auxiliary Specialists	Total Classroom Teachers	Total Staff
Adams													
1974-75		1.00	.40	.10	.50	.50	.50	.50	.25		3.75	13.50	17.25
1975-76		.50	.50		.50	.50	1.00		.25		3.25	11.00	14.25
Awbrey Park													
1974-75	3.00	1.15	1.00		.50	.50	.50	1.00	.25		7.90	21.00	28.90
1975-76	3.00	1.00	1.00		1.00	1.00	1.00		.25	.40	8.65	25.00	33.65
Bailey Hill													
1974-75		.75	.60		.50	.50	.50	.50	.25		3.60	14.30	17.90
1975-76			1.00		1.00		1.00	1.00	.25		4.25	17.00	21.25
Coburg													
1974-75		.50	.40		.50	.50	.50		.25		2.65	8.00	10.65
1975-76		.50	.50		.50		.50		.25	.15	2.40	8.40	10.80
Condon													
1974-75		.30	.50		.50	.50	.50		.25		2.55	10.00	12.55
1975-76					.80	1.20	.50		.25		2.75	11.00	13.75
Crest Drive													
1974-75		.50	.50	.10	.50	.50	.50		.25		2.85	10.00	12.85
1975-76		.50	.50		.50	.50	.50		.25		2.75	11.00	13.75
Dunn													
1974-75		.70	.30		.50	.50	.50		.25		2.75	10.50	13.25
1975-76		.50	.50		.50		1.00	.60	.25		3.35	10.00	13.35
Edgewood													
1974-75	2.00	1.00	.50	.10	.50	.50	.50	.60	.25		5.95	14.40	20.35
1975-76	2.00	1.00	.50		1.00		1.00		.25		5.75	17.00	22.75
Edison-Eastside													
1974-75		.50	.20		.50	.50	.50	.50	.25		2.95	14.20	17.15
1975-76		.50			1.00	.50	.50		.25	1.00	3.75	13.50	17.25
Fox Hollow													
1974-75		.50	.40		.50	.50	.50		.25		2.65	8.40	11.05
1975-76		.50	.50			.50	.70		.25	.30	2.75	8.50	11.25
Gilham													
1974-75		.75	.40		.50	.50	.50	.50	.25		3.40	13.70	17.10
1975-76		1.00	.50		.50		1.00		.25		3.25	13.50	16.75

Table 11
(continued)

	Curriculum Associate	Counselor	Reading Specialist	Math Specialist	IMC Librarian	Art/ Music	Physical Education	Resource	Instrumental Music	Reallocated Staff	Total Auxiliary Specialists	Total Classroom Teachers	Total Staff
Harris													
1974-75		.50	.30		.50	.50	.50		.25		2.55	10.00	12.55
1975-76		.50	.50		.50	.50	.50		.25		2.75	9.00	11.75
Howard													
1974-75	1.00	1.00	1.00		.50	.50	.50	.80	.25		5.55	21.00	26.55
1975-76	.50	1.00	1.00		.50	1.00	2.00		.25		6.25	20.00	26.25
Laurel Hill													
1974-75		.50	.50		.50	.50	.50		.25		2.75	6.00	8.75
1975-76		.50			.50		.50		.25		1.75	5.50	7.25
Lincoln													
1974-75		.50	.50		.50	.50	.50		.25		2.75	9.00	11.75
1975-76		.50			.50		.50		.25		1.75	8.50	10.25
McCornack													
1974-75		.75	.60	.10	.50	.50	.50	.50	.25		3.70	14.30	18.00
1975-76		1.00		.25	.50	1.00	1.50	1.00	.25		5.50	13.00	18.50
Magladry													
1974-75		.25	.50		.50	.50	.50		.25		2.50	6.00	8.50
1975-76		.50				.50	.50		.25		1.75	6.00	7.75
Meadow Lark													
1974-75		1.00	.60		.50	.50	.50	.80	.25		4.15	18.00	22.15
1975-76	2.00		.50		1.00	.50	1.00		.25		5.25	16.00	21.25
Parker													
1974-75		.75	.30		.50	.50	.50		.25		2.80	11.30	14.10
1975-76	1.00	1.00			.50		1.00		.25		3.75	11.34	15.09
Patterson													
1974-75		.75	.40	.10	.50	.50	.50		.25		3.00	10.10	13.10
1975-76		1.00	.50	.50	.50		1.00		.25		3.75	10.00	13.75
River Road													
1974-75		1.00	.60	.10	.50	.50	.50	.70	.25		4.15	18.50	22.65
1975-76		1.00	.50		.50	.40	2.00		.25		4.65	20.50	25.15
Santa Clara													
1974-75	2.50	1.00	.60		.50	.50	.50	.70	.25		6.55	15.70	22.25
1975-76	1.50	1.00	.50		.50		1.00		.25	.88	5.63	17.33	22.96

Table 11
(continued)

	Curriculum Associate	Counselor	Reading Special-ist	Math Special-ist	IMC Lib-rarian	Art/ Music	Physical Education	Resource	Instru-mental Music	Reallo-cated Staff	Total Auxiliary Specialists	Total Classroom Teachers	Total Staff
Silver Lea													
1974-75		1.00	1.00	1.00	.50	.50	.50	.70	.25		5.45	19.30	24.75
1975-76	.50	1.00	2.00	1.00	.50	.50	2.00		.25	.25	8.00	15.00	23.00
Spring Creek													
1974-75	2.00	1.00	1.00		.50	.50	.50	.80	.25		6.55	18.00	24.55
1975-76	2.00	1.00	.80		1.00	1.00	.80		.25		6.85	20.40	27.25
Twin Oaks													
1974-75		.50	.40		.50	.50	.50		.25		2.65	10.80	13.45
1975-76		.50	.50			.50	.50		.25		2.25	11.00	13.25
Washington													
1974-75		1.00	1.00	.10	.50	.50	.50	.60	.25		4.45	18.00	22.45
1975-76		1.00	1.00			1.00	1.50		.25		4.75	19.00	23.75
Westmoreland													
1974-75		1.00	.60	.10	.50	.50	.50	.60	.25		4.05	17.00	21.05
1975-76		1.00	1.00		1.00	1.00	1.00	1.00	.25		6.25	17.00	23.25
Whiteaker													
1974-75		1.00	.40		.50	.50	.50		.25		3.15	10.30	13.45
1975-76		.50			.50		1.00		.25		2.25	9.00	11.25
Willagillespie													
1974-75		1.00	.50	.10	.50	.50	.50		.25		3.35	14.00	17.35
1975-76		1.00			1.00	.50	.50		.25		3.25	14.00	17.25
Willakenzie													
1974-75		.70	.50	.10	.50	.50	.50		.25		3.05	14.50	17.55
1975-76		.73	1.00			.50	.50		.25		2.98	12.00	14.98
Willard													
1974-75		1.00	.50		.50	.50	.50	.60	.25		3.85	14.90	18.75
1975-76		1.00	1.00		1.00	1.00	1.00		.25		5.25	12.00	17.25
TOTAL													
1974-75	10.50	23.85	17.00	2.00	15.50	15.50	15.50	10.40	7.75	0	118.00	414.70	532.70
1975-76	12.50	21.73	16.30	1.75	17.80	14.10	29.00	3.60	7.75	2.98	127.51	412.47	539.98

student/staff ratio between the two years by school are also shown.

The totals in Table 12 show that there has been little change in the average number of students per classroom teacher between the two years--going from 23.73 students per teacher in 1974-75 to 23.90 students in 1975-76. Using archives in the Superintendent's office, the Evaluation Department calculated the average student/classroom teacher ratios for the decade following World War II. The average student/classroom teacher ratio for this ten-year period was 24.15 students per teacher. Thus, historically, there has been little change in the student/classroom teacher ratio between the 1975-76 school year and the 1945-55 decade.

The totals in Table 13, however, show that the number of students per auxiliary specialist has decreased from 85.09 students per specialist in 1974-75 to 80.91 students per specailist in 1975-76. This finding reflects the fact that the number of elementary specialists in the district has increased by approximately 9.50 FTE in 1975-76. No comparable data is available on the number of specialists employed by the district in the post-World War II decade.

At each individual elementary school, changes in the distribution of staff by teaching area are a result of: (1) changes in the way staff are used by teaching area, (2) staffing gains or losses resulting from enrollment, or (3) staffing gains or losses resulting from the impact of the Ratio Staffing Policy.

In determining staff changes by teaching area caused by only the Ratio Staffing Policy, two different groups of schools will be compared with each other: the seven schools which were strongly, positively affected by the policy and the ten schools which were all negatively affected by the policy. Both groups are examined to see whether the schools responded differently in their program changes due to the Ratio Policy's varying effect on their staffing totals. Did positively-affected schools, for example, expand on only classroom staff, leaving the number of auxiliary staff constant? Did negatively-affected schools react to their staffing loss by reducing the number of classroom teachers, auxiliary staff, or both? From the individual school presentations earlier in this section, the following descriptions on the types of staffing and program changes resulting from

Table 12

Enrollment, Regular Classroom Teachers, and Student/
Teacher Ratios at Elementary Schools for 1974-75 and 1975-76

	1974-75			1975-76			
Elementary Schools	Enrollment	Classroom Teachers	Student/ Classroom Teacher Ratio	Enrollment	Classroom Teachers	Student/ Classroom Teacher Ratio	Difference In Student/Classroom Teacher Ratios 1974-75 to 1975-76
1. Adams	306.50	13.50	22.70/1	253.00	11.00	23.00/1	+ .30/1
2. Awbrey Park	570.00	21.00	27.14/1	624.50	25.00	24.98/1	- 2.16/1
3. Bailey Hill	347.50	14.30	24.30/1	400.00	17.00	23.53/1	- .77/1
4. Coburg	195.00	8.00	24.38/1	194.50	8.40	23.15/1	- 1.23/1
5. Condon	226.00	10.00	22.60/1	254.00	11.00	23.09/1	+ .49/1
6. Crest Drive	235.00	10.00	23.50/1	254.50	11.00	23.14/1	- .36/1
7. Dunn	236.00	10.50	22.48/1	244.50	10.00	24.45/1	+ 1.97/1
8. Edgewood	392.50	14.40	27.26/1	422.50	17.00	24.85/1	- 2.41/1
9. Edison-Eastside	323.50	14.20	22.78/1	315.00	13.50	23.33/1	+ .55/1
10. Fox Hollow	196.00	8.40	23.33/1	208.00	8.50	24.47/1	+ 1.14/1
11. Gilham	329.00	13.70	24.01/1	312.00	13.50	23.11/1	- .90/1
12. Harris	221.00	10.00	22.10/1	224.50	9.00	24.94/1	+ 2.84/1
13. Howard	521.00	21.00	24.81/1	483.00	20.00	24.15/1	- .66/1
14. Laurel Hill	133.00	6.00	22.17/1	121.50	5.50	22.09/1	- .08/1
15. Lincoln	197.50	9.00	21.94/1	180.50	8.50	21.24/1	- .70/1
16. McCornack	339.00	14.30	23.71/1	341.00	13.00	26.23/1	+ 2.52/1
17. Magladry	130.00	6.00	21.67/1	137.00	6.00	22.83/1	+ 1.16/1
18. Meadow Lark	426.00	18.00	23.67/1	391.00	16.00	24.44/1	+ .77/1
19. Parker	271.50	11.30	24.03/1	268.50	11.34	23.68/1	- .35/1
20. Patterson	237.00	10.10	23.47/1	257.00	10.00	25.70/1	+ 2.23/1
21. River Road	435.50	18.50	23.54/1	476.00	20.50	23.22/1	- .32/1
22. Santa Clara	419.00	15.70	26.69/1	421.50	17.33	24.32/1	- 2.37/1
23. Silver Lea	462.50	19.30	23.96/1	425.50	15.00	28.37/1	+ 4.41/1
24. Spring Creek	470.00	18.00	26.11/1	502.00	20.40	24.61/1	- 1.50/1
25. Twin Oaks	249.50	10.80	23.10/1	242.00	11.00	22.00/1	- 1.10/1
26. Washington	433.00	18.00	24.06/1	438.50	19.00	23.08/1	- .98/1
27. Westmoreland	403.50	17.00	23.74/1	428.00	17.00	25.18/1	+ 1.44/1
28. Whiteaker	234.00	10.30	22.72/1	197.50	9.00	21.94/1	- .78/1
29. Willagillespie	315.50	14.00	22.54/1	322.00	14.00	23.00/1	+ .46/1
30. Willakenzie	336.00	14.50	23.17/1	272.50	12.00	22.71/1	- .46/1
31. Willard	355.00	14.90	23.83/1	312.00	12.00	26.00/1	+ 2.17/1
TOTALS	9,946.50	414.70		9,924.00	412.47		
MEAN AVERAGE			23.73/1			23.90/1	+ .17/1
NUMBER OF CASES			N = 31			N = 31	N = 31

Table 13

Enrollment, Auxiliary Specialist, and Student/ Specialist Ratios at Elementary Schools for 1974-75 and 1975-76

	1974-75			1975-76			
Elementary Schools	Enrollment	Auxiliary Specialists	Student/ Specialist Ratio	Enrollment	Auxiliary Specialists	Student/ Auxiliary Specialist Ratio	Difference in Student/Auxiliary Specialist Ratios 1974-75 to 1975-76
1. Adams	306.50	3.75	81.73/1	253.00	3.25	77.85/1	- 3.88/1
2. Awbrey Park	570.00	7.90	72.15/1	624.50	8.65	72.20/1	+ .05/1
3. Bailey Hill	347.50	3.60	96.53/1	400.00	4.25	94.12/1	- 2.41/1
4. Coburg	195.00	2.65	73.58/1	194.50	2.40	81.04/1	+ 7.46/1
5. Condon	226.00	2.55	88.63/1	254.00	2.75	92.36/1	+ 3.73/1
6. Crest Drive	235.00	2.85	82.46/1	254.50	2.75	92.55/1	+10.09/1
7. Dunn	236.00	2.75	85.82/1	244.50	3.35	72.98/1	-12.84/1
8. Edgewood	392.50	5.95	65.97/1	422.50	5.75	73.48/1	+ 7.51/1
9. Edison-Eastside	323.50	2.95	109.66/1	315.00	3.75	84.00/1	-25.66/1
10. Fox Hollow	196.00	2.65	73.96/1	208.00	2.75	75.64/1	+ 1.68/1
11. Gilham	329.00	3.40	96.76/1	312.00	3.25	96.00/1	- .76/1
12. Harris	221.00	2.55	86.67/1	224.50	2.75	81.64/1	- 5.03/1
13. Howard	521.00	5.55	93.87/1	483.00	6.25	77.28/1	-16.59/1
14. Laurel Hill	133.00	2.75	48.36/1	121.50	1.75	69.43/1	+21.07/1
15. Lincoln	197.50	2.75	71.82/1	180.50	1.75	103.14/1	+31.32/1
16. McCornack	339.00	3.70	91.62/1	341.00	5.50	62.00/1	-29.62/1
17. Magladry	130.00	2.50	52.00/1	137.00	1.75	78.29/1	+26.29/1
18. Meadow Lark	426.00	4.15	102.65/1	391.00	5.25	74.48/1	-28.17/1
19. Parker	271.50	2.80	96.96/1	268.50	3.75	71.60/1	-25.36/1
20. Patterson	237.00	3.00	79.00/1	257.00	3.75	68.53/1	-10.47/1
21. River Road	435.50	4.15	104.94/1	476.00	4.65	102.37/1	- 2.57/1
22. Santa Clara	419.00	6.55	63.97/1	421.50	5.63	74.87/1	+10.90/1
23. Silver Lea	462.50	5.45	84.86/1	425.50	8.00	53.19/1	-31.67/1
24. Spring Creek	470.00	6.55	71.76/1	502.00	6.85	73.28/1	+ 1.52/1
25. Twin Oaks	249.50	2.65	94.15/1	242.00	2.25	107.56/1	+13.41/1
26. Washington	433.00	4.45	97.30/1	438.50	4.75	92.32/1	- 4.98/1
27. Westmoreland	403.50	4.05	99.63/1	428.00	6.25	68.48/1	-31.15/1
28. Whiteaker	234.00	3.15	74.29/1	197.50	2.25	87.78/1	+13.49/1
29. Willagillespie	315.50	3.35	94.18/1	322.00	3.25	99.08/1	+ 4.90/1
30. Willakenzie	336.00	3.05	110.16/1	272.50	2.98	91.44/1	-18.72/1
31. Willard	355.00	3.85	92.21/1	312.00	5.25	59.43/1	-32.78/1
TOTALS	9,946.50	118.00		9,924.00	127.51		
MEAN AVERAGE			85.09/1			80.91/1	- 4.18/1
NUMBER OF CASES			N =31			N =31	N =31

only the Ratio Policy are drawn. These descriptions do not refer to staff or program changes caused by enrollment changes. It is possible, for example, for a school to have lost actual staff in an auxiliary area but for the school to report that the Ratio Policy benefited the same specialty area. In this case, the Policy would have prevented additional cuts from being made. Strong, positively-affected schools will be examined first.

Schools strongly, positively affected by Ratio Policy	Program changes resulting from Ratio Policy
1. Awbrey Park	The staff increase from the Ratio Policy was used to expand auxiliary programs in music, library science, and physical education.
2. Howard	As a result of staff gains due to the policy, Howard increased staff in physical education and art/music.
3. Parker	The policy-staff increase was used for a .50 FTE physical education instructor and a .50 curriculum associate.
4. Spring Creek	Additional amounts of FTE were allocated to auxiliary areas, especially in library science.
5. Washington	The increase was used to expand on their regular classroom staff (.50 FTE) and to expand the physical education program (.50 FTE).
6. Meadow Lark	Increased auxiliary staff per student as a result of the Ratio Policy.
7. Westmoreland	Their increased staff from the policy was used to expand two auxiliary areas from .50 FTE to 1.00 FTE.

All schools negatively affected by Ratio Policy	Program changes resulting from Ratio Policy
1. Magladry	The decrease in staff resulting from the new policy was composed of a .50 FTE librarian, a .25 counselor, and a .50 reading specialist.
2. Laurel Hill	The Ratio Policy cost Laurel Hill .74 FTE in classroom staff.
3. Harris	The decline in staff from the Ratio Policy cost Harris one classroom teacher.
4. Lincoln	The school dropped either a .50 reading specialist or a .50 art/music teacher as a result of the policy.
5. Fox Hollow	Did not add regular classroom staff as a result of the policy.
6. Willagillespie	Did not increase regular classroom staff as a result of the policy.
7. Patterson	Did not increase regular classroom staff as a result of the policy.
8. Dunn	Did not increase regular classroom staff as a result of the policy.
9. Condon	The decrease in staff relative to students was equally made in both classroom staff and auxiliary staff.
10. Coburg	Lost administrative time as a result of the policy.

All seven of the elementary schools gaining the most staff members due to the Ratio Policy primarily channeled the increase into expanding their auxiliary specialist programs. Only two of the ten schools losing staff members because of the Ratio Policy primarily reduced auxiliary programs as a way of handling their loss. In general, a majority of negatively-affected schools attempted to maintain their auxiliary programs by either reducing their classroom staff or by not adding classroom staff when enrollment increased.

If these generalizations are correct, we would expect the student/auxiliary specialist ratio to decrease among the schools positively affected by the Ratio Policy, and the number of students per classroom teacher to increase among the schools negatively affected by the Ratio Policy. Tables 14 and 15 compute these ratios respectively and corroborate these generalizations.

The positively affected schools lowered their number of students per specialist from 90.62 in 1974-75 to 75.66 in 1975-76. The negatively-affected schools increased the number of students per classroom teacher from 22.67 to 23.50, a change of .83 students per teacher.

The following generalizations can be made about program changes at the elementary schools:

--A majority of elementary schools have benefited from the Ratio Staffing Policy.

--The larger the school's enrollment, the more likely it was to be positively affected by the Ratio Policy.

--Schools positively affected have primarily used their staffing increase to expand auxiliary programs.

--Schools which were negatively affected have attempted to maintain their auxiliary programs by primarily making staff reductions in regular classroom teachers.

--Among all elementary schools, the number of regular classroom teachers has remained relatively constant from 1974-75 to 1975-76. Student/classroom teacher ratios have likewise remained relatively constant.

--Among all elementary schools, the number of auxiliary specialists have increased from 118.00 to 127.51 FTE. The largest and most significant increase among specialty areas has been in physical education.

--A majority of schools reported staff approval of the Ratio Policy.

--The Ratio Policy has allowed greater building control and flexibility over staff assignments at the building level. This increased control has involved staff more actively in curriculum and program planning.

--A majority of schools expressed dissatisfaction with the present system of allocating .25 FTE to each school for instrumental music.

--A minority of schools reported that the smaller enrollment elementary schools cannot offer a full program under the Ratio Policy.

--A minority of schools expressed dissatisfaction with the staff adjustment period at the beginning of the school year.

Table 14

Average Number of Students Per Auxiliary Specialist in 1974-75 and 1975-76 at the Seven Elementary Schools Most Positively Affected by the Ratio Policy

School	1974-75 Student/ Auxiliary Specialist Ratio	1975-76 Student/ Auxiliary Specialist Ratio	Change From 1974-75 to 1975-76
1. Awbrey Park	72.15/1	72.20/1	+ .05/1
2. Howard	93.87/1	77.28/1	-16.59/1
3. Parker	96.96/1	71.60/1	-25.36/1
4. Spring Creek	71.76/1	73.28/1	+ 1.52/1
5. Washington	97.30/1	92.32/1	- 4.98/1
6. Meadow Lark	102.65/1	74.48/1	-28.17/1
7. Westmoreland	99.63/1	68.48/1	-31.15/1
MEAN AVERAGE	90.62/1	75.66/1	-14.95/1

Table 15

Average Number of Students Per Classroom Teacher at the Ten Elementary Schools Negatively Affected by the Ratio Staffing Policy

School	1974-75 Student/ Classroom Teacher Ratio	1975-76 Student/ Classroom Teacher Ratio	Change From 1974-75 to 1975-76
1. Magladry	21.67/1	22.83/1	+ 1.16/1
2. Laurel Hill	22.17/1	22.09/1	- .08/1
3. Harris	22.10/1	24.94/1	+ 2.84/1
4. Lincoln	21.94/1	21.24/1	- .70/1
5. Fox Hollow	23.33/1	24.47/1	+ 1.14/1
6. Willagillespie	22.54/1	23.00/1	+ .46/1
7. Patterson	23.47/1	25.70/1	+ 2.23/1
8. Dunn	22.48/1	24.45/1	+ 1.97/1
9. Condon	22.60/1	23.09/1	+ .49/1
10. Coburg	24.38/1	23.15/1	- 1.23/1
MEAN AVERAGE	22.67/1	23.50/1	+ .83/1

--A minority of schools expressed criticism of the Ratio Policy for not considering space and capacity conditions in making staff allotments.

Nineteen elementary schools benefited from the change of policy. In 1974-75, these schools had a student enrollment of 7,391 and an instructional staff of 387. Twelve schools did not benefit from the change. These schools had a student population of 2,556 and a staff of 146.

The next section will address the impact of the Ratio Policy on the programs of the junior high schools.

Junior High School Program Changes

In presenting program changes at the junior high schools, the same format will be followed ~~as~~ in the preceding section on elementary schools; individual school presentations will be followed by a generalized summary which describes the overall impact of the Ratio Staffing Policy. Each school presentation contains a table detailing staffing changes, analysis by the Evaluation Department, and an edited summary from each school's administration on the effects of the policy. In discussing program changes at the junior high schools, the same methodological problems exist as with the elementary schools. Normal changes which occur to school programs, simultaneous changes in enrollments and the staffing policy, and reciprocal interconnections between programs all prevent an exact determination of program changes resulting only from the Ratio Policy. As will be shown, however, the Ratio Policy's effects on the junior high schools are more uniform than at the elementary level.

IMPACT OF RATIO STAFFING POLICY BY SCHOOL FOR 1975-1976

School Jefferson Junior High

Principal James Callaway

I. Changes in Staff and Student/Staff Ratios, 1974-75 through 1975-76

	(a)	(b)	(c)	(d)
	Actual Staffing for 1974-75	Staffing for 1975-76 if previous staffing policy were still in effect (hypothetical)	Actual Staffing for 1975-76 under new ratio staffing policy	Resulting Impact of ratio staffing policy in 1975-76 (d)=(c)-(b)
Instructional Staff	35.60	33.50	34.67	+ 1.17
Student/Instr Staff Ratio	19.02/1	19.02/1	18.37/1	- .65/1
Administrative Staff	2.00	2.00	2.50	+ .50
Student/Admin. Staff Ratio	338.50/1	318.50/1	254.80/1	- 63.70/1
Clerical Staff	5.5	5.0	4.63	- .37
Student/Cler. Staff Ratio	123.09/1	127.40/1	137.58/1	+ 10.89/1

II. Analysis of the Ratio Staffing Policy at Jefferson Junior High

The Ratio Staffing Policy had a positive impact on Jefferson.

Dropping by 40 students in enrollment. Jefferson would have lost approximately two instructional staff members in 1975-76. Instead, the school declined by only one. The Ratio Staffing Policy can therefore be viewed as benefiting the school by one full-time staff member.

As a result of the relative gain in staff to students, Jefferson has been able to provide more individualized attention to students under programs described below.

III. Summary Statement on Ratio Staffing Policy from Building Administration

A. Changes in Educational Programs

Jefferson has initiated an Apathy Program which gives individual attention to students who are alienated from school activities. This program is an outgrowth of the staffing gains this year, and involves a .50 FTE teacher. In addition, Jefferson has expanded their physical education program by increasing intramural activities involving both students and faculty. This program has been especially effective in bringing students and faculty closer together which, of course, has benefits for other school activities. Finally, Jefferson has increased the amount of time (.33 FTE) allocated to counseling. This has allowed a staff member to spend more time with individual students, give support to faculty, and handle scheduling problems.

B. Principal's Opinion of Staff Response

The staff was strongly in favor of the new staffing policy.

C. Advantages of the Ratio Staffing Policy

--an increase in clerical support has allowed a secretary to help students with the school paper.*

--creates a fairer distribution of staff in the District.

--more individual attention can now be given to students.

--has increased staffing flexibility.

D. Disadvantages

--junior high staff members still carry an extra-work load relative to senior high staff because a junior high faculty member spends one more period a day supervising or teaching students than does a senior high teacher.

E. Ways to Improve the Ratio Staffing Policy

--a fairer staffing formula would base the distribution of staff on student-teacher "contact-time" and not enrollment figures. This would act to equalize work loads in a more realistic manner.

*Although Jefferson declined in District funded regular clerical staff, the school had a 1.00 FTE CETA aide and a 1.00 FTE Spec. Education aide in addition to their regular clerical staff.

IMPACT OF RATIO STAFFING POLICY BY SCHOOL FOR 1975-1976

School Kelly Junior High

Principal Carl Ihle

I. Changes in Staff and Student/Staff Ratios, 1974-75 through 1975-76

	(a)	(b)	(c)	(d)
	Actual Staffing for 1974-75	Staffing for 1975-76 if previous staffing policy were still in effect (hypothetical)	Actual Staffing for 1975-76 under new ratio staffing policy	Resulting Impact of ratio staffing policy in 1975-76 (d)=(c)-(b)
Instructional Staff	40.60	37.96	40.23	+ 2.27
Student/Instr. Staff Ratio	19.31/1	19.31/1	18.22/1	- 1.09/1
Administrative Staff	2.00	2.00	2.50	+ .50
Student/Admin. Staff Ratio	392.00/1	366.50/1	293.20/1	- 73.30/1
Clerical Staff	6.5	6.0	6.62	+ .62
Student/Cler. Staff Ratio	120.62/1	122.17/1	110.73/1	- 11.44/1

II. Analysis of the Ratio Staffing Policy at Kelly Junior High

The Ratio Staffing Policy had a strong, positive impact on Kelly.

Kelly Junior High declined in enrollment by 51 students in 1975-76. Under the previous staffing formula, Kelly would have approximately 38 staff members this year. Instead, the school has 40.23 FTE instructional staff. The Ratio Staffing Policy benefited the school by approximately 2.25 FTE staff.

In 1974-75, Kelly used 1.30 FTE of its allocated certified time for clerical support. This year, the school has not made any conversions. As a result, Kelly has one staff member more, in absolute numbers, in 1975-76 than in 1974-75. The increase in staff was in the Reading-Language program.

III. Summary Statement on Ratio Staffing Policy from Building Administration

A. Changes in Educational Programs

The increase in administrative time (.50 FTE) was directed toward providing overall coordination of the counseling program, the Volunteer Program, provided more leadership to the lunch program, and helped with teacher evaluations. The increase in instruction staff has allowed the Reading Program to expand by six sections in 1975-76 and has thereby lowered the average class size of all sections in reading.

B. Principal's Opinion of Staff Response

Strongly in favor of the new policy.

C. Advantages of the Ratio Staffing Policy

--increased equity in the distribution of staff in the District.

--allowed administrators to more effectively meet their responsibilities.

D. Disadvantages

--the fall adjustment period allows for staff to be cut even after the school year has started. This has a negative impact on students and causes severe repercussions from the community.

--the 18.4 ratio is currently based on enrollment figures. This acts to over-allocate staff to schools with part-time students.

E. Ways to Improve the Ratio Staffing Policy

--staffing adjustments at the start of the school year should be made upward where appropriate but not downward. The schools would staff on 97% of the projected enrollment. Each school would be assured that they can maintain the 97% staffing on anticipated enrollment even if the school does not reach that level of enrollment in the fall. The 3% pool would be used to make adjustments in schools which exceed the 97% enrollment projection. Although in any given year, some schools could be slightly over-staffed and some slightly understaffed based on discrepancies between projected enrollment and actual enrollment, over the years this imbalance would tend to even out. One year a school could be a little overstaffed, the next year, a little understaffed. The advantage of this change is that it avoids cuts being made in staffing after students have started classes.

--the computations in determining staff at each school could be based on more realistic figures than enrollment. A fairer system could be based on student-teacher contact time or total number of students computed on a full-time equivalency basis. Also, the policy should take into account student attrition rates (dropouts, transfers, early graduation) that vary from level to level.

IMPACT OF RATIO STAFFING POLICY BY SCHOOL FOR 1975-1976

School Kennedy Junior High

Principal Elton Sorenson

I. Changes in Staff and Student/Staff Ratios, 1974-75 through 1975-76

	(a)	(b)	(c)	(d)
	Actual Staffing for 1974-75	Staffing for 1975-76 if previous staffing policy were still in effect (hypothetical)	Actual Staffing for 1975-76 under new ratio staffing policy	Resulting Impact of ratio staffing policy in 1975-76 (d)=(c)-(b)
Instructional Staff	33.70	32.14	33.01	+ .87
Student/Instr. Staff Ratio	19.26/1	19.26/1	18.75/1	- .51/1
Administrative Staff	2.00	2.00	2.50	+ .50
Student/Admin. Staff Ratio	324.50/1	309.50/1	247.60/1	- 61.90/1
Clerical Staff	5.00	5.00	5.56	+ .56
Student/Cler. Staff Ratio	129.80/1	123.80/1	111.33/1	- 12.47/1

II. Analysis of the Ratio Staffing Policy at Kennedy Junior High

The Ratio Staffing Policy had a positive effect on Kennedy.

Due to an enrollment drop, Kennedy Junior High, under the previous staffing guidelines, would have lost approximately 1.50 in instructional staff this year, dropping from 33.70 to 32.14. The school's actual staff this year is 33.01. The Ratio Staffing Policy has therefore benefited the school by roughly 1.00 instructional staff members.

The relative increase in staff to students has likely contributed to Kennedy's ability to implement a new reading program for below-grade-level students.

III. Summary Statement on Ratio Staffing Policy from Building Administration

A. Changes in Educational Programs

The principal is unsure as to what changes can be directly attributed to the Ratio Staffing Policy. The school has expanded on the Reading Program.

B. Principal's Opinion of Staff Response

The staff was positive, but it was difficult to see the staffing benefits from the policy, because the school was losing staff due to a declining enrollment.

C. Advantages of the Ratio Staffing Policy

--greater equity in the District in the allocation of staff.

D. Disadvantages

--inability to make full adjustments in the fall. Kennedy was eligible for an additional .50 instructional staff member during fall term, but did not receive the increase until January because the reserve pool had been used up.

--This policy has not changed the situation whereby junior high staff still carry more responsibilities per staff member than do senior high staff. Junior high staff spend 300 minutes a day, six periods out of seven, teaching or supervising students. Senior high staff, on the other hand, spend 200 minutes a day with students and have two preparation periods. The differential has created unequal work loads between junior high and senior high faculty.

E. Ways to Improve the Ratio Staffing Policy

--base the distribution of staff on a consideration of student-teacher contact time.

--hold a greater number of teachers in a reserve pool in the fall in order to be able to make full adjustments.

IMPACT OF RATIO STAFFING POLICY BY SCHOOL FOR 1975-1976

School Madison Junior High
Principal Brad Templeman

I. Changes in Staff and Student/Staff Ratios, 1974-75 through 1975-76

	(a)	(b)	(c)	(d)
	Actual Staffing for 1974-75	Staffing for 1975-76 if previous staffing policy were still in effect (hypothetical)	Actual Staffing for 1975-76 under new ratio staffing policy	Resulting Impact of ratio staffing policy in 1975-76 (d)=(c)-(b)
Instructional Staff	42.30	37.68	42.06	+ 4.38
Student/Instr. Staff Ratio	19.69/1	19.69/1	17.64/1	- 2.05/1
Administrative Staff	2.0	2.0	2.50	+ .50
Student/Admin. Staff Ratio	416.50/1	371.00/1	296.80/1	- 74.20/1
Clerical Staff	6.5	6.5	6.88	+ .38
Student/Cler. Staff Ratio	128.15/1	114.15/1	107.85/1	- 6.30/1

II. Analysis of the Ratio Staffing Policy at Madison Junior High

The Ratio Staffing Policy had a strong, positive effect on Madison Junior High.

Madison was overstaffed in 1975-76, which complicates an analysis of the effects of the Ratio Staffing Policy. Using the 18.4 ratio and the September 30, 1975 enrollment figures of 742 students, Madison should have 40.33 FTE instructional staff this year. Instead, the school has approximately 42.1 FTE staff. The school was overstaffed by 1.73 instructional staff members. In addition, the Ratio Policy benefited the school. Under the previous staffing guidelines, the school would have dropped to 37.68 FTE instructional staff due to a sharp decline in enrollment of 91 students. The combined result of both processes, over-staffing and the benefits of the Ratio Staffing Policy, increased the staff at Madison by 4.38 staff members, the largest increase at any school in the District in 1975-76. The student/teacher ratio, correspondingly, dropped from 19.69 students per instructional staff member to 17.64 students. The relative increase in staff to students was used to expand the counseling program and reading program (see below).

III. Summary Statement on Ratio Staffing Policy from Building Administration

A. Changes in Educational Programs

The additional numbers of staff were used to expand the reading program; specifically, four small reading labs were added for below-grade readers. The nurse at Madison was increased from .60 to 1.00 and given counseling responsibilities to capitalize on her abilities and rapport with students. The increase in administrative FTE has allowed the principals to engage in special projects, e.g., the Madison Alternative School Proposal, and to have additional time for planning.

B. Principal's Opinion of Staff Response

Favorable

C. Advantages of the Ratio Staffing Policy

--allows the administrative staff to make plans a week in advance instead of just responding to issues as they arise. Increased administrative efficiency has been achieved in handling such concerns as teacher evaluations, transportation problems, discipline, building rental, extra-pay supervision, and student publications.

D. Disadvantages

--the equity policy in staffing is too unrealistic and mechanistic. Students have different educational needs at different age levels. There should be staffing inequity but it should be reversed from what it was before. Elementary schools should have the advantage of more staff resources so the junior and senior highs won't receive entering classes which are 27% below grade in reading skills. The senior highs should serve as resource centers where students primarily are active in the community with jobs and services, but touch back to the high schools for guidance and specific skill resources.

IMPACT OF RATIO STAFFING POLICY BY SCHOOL FOR 1975-1976

School Monroe Junior High

Principal Robert Johnson

I. Changes in Staff and Student/Staff Ratios, 1974-75 through 1975-76

	(a)	(b)	(c)	(d)
	Actual Staffing for 1974-75	Staffing for 1975-76 if previous staffing policy were still in effect (hypothetical)	Actual Staffing for 1975-76 under new ratio staffing policy	Resulting Impact of ratio staffing policy in 1975-76 (d)=(c)-(b)
Instructional Staff	28.70	27.18	28.36	+ 1.18
Student/Instr. Staff Ratio	19.13/1	19.13/1	18.34/1	- .79/1
Administrative Staff	2.00	2.00	2.00	- 0 -
Student/Admin. Staff Ratio	274.50/1	260.00/1	260.00/1	- 0 -
Clerical Staff	4.00	4.00	4.375	+ .375
Student/Cler. Staff Ratio	137.25/1	130.00/1	118.86/1	- 11.14/1

II. Analysis of the Ratio Staffing Policy at Monroe Junior High

The Ratio Staffing Policy had a positive impact on Monroe.

Monroe has benefited from the Ratio Staffing Policy by approximately 1.2 instructional staff members. They were able to expand their clerical FTE by three hours a day. The school was able to add sections in special math, special reading, stage band, and accelerated math.

III. Summary Statement on Ratio Staffing Policy from Building Administration

A. Changes in Educational Programs

The Ratio Staffing Policy has created more flexibility in scheduling at Monroe by enabling the school to offer more sections. Monroe added one section in special math for remedial students, one section of special reading for below-grade students, one section of stage band, one section of accelerated math, and has increased the amount of staff time spent on counseling. In addition, the increase in staff enabled Monroe to release a staff member for one semester for field work in Career Education.

B. Principal's Opinion of Staff Response

Positive

C. Advantages of the Ratio Staffing Policy

--more flexibility in scheduling as more sections are offered.

--produced greater staffing equity in the District.

--reduced class size (from 24.56 students per class to 23.56).

D. Disadvantages

--junior highs are still understaffed relative to senior highs in counselors and aides. High schools have 300 to 360 students per counselor while junior highs have 530 to 570 students per counselor.

--basing the 18.4 ratio on fall enrollments unfairly benefits schools which have early graduation.

IMPACT OF RATIO STAFFING POLICY BY SCHOOL FOR 1975-1976

School Roosevelt Junior High

Principal Donald Jackson

I. Changes in Staff and Student/Staff Ratios, 1974-75 through 1975-76

	(a)	(b)	(c)	(d)
	Actual Staffing for 1974-75	Staffing for 1975-76 if previous staffing policy were still in effect (hypothetical)	Actual Staffing for 1975-76 under new ratio staffing policy	Resulting Impact of ratio staffing policy in 1975-76 (d)=(c)-(b)
Instructional Staff	41.10	41.68	42.46	+ .78
Student/Instr. Staff Ratio	19.12/1	19.12/1	18.77/1	- .35/1
Administrative Staff	2.00	2.00	2.50	+ .50
Student/Admin. Staff Ratio	393.00/1	398.50/1	318.80/1	- 79.70/1
Clerical Staff	6.5	6.5	7.31	+ .81
Student/Cler. Staff Ratio	120.92/1	122.62/1	109.03/1	- 13.59/1

II. Analysis of the Ratio Staffing Policy at Roosevelt Junior High

The Ratio Staffing Policy had a positive effect on Roosevelt.

Roosevelt gained approximately 1.30 instructional staff members this year. Of this increase, approximately .75 FTE can be directly attributed to the Ratio Staffing Policy.

Despite this gain, the Ratio Staffing Policy was not fully implemented. At 797 students and the 18.40 student/teacher ratio, the school would have 43.32 FTE instructional staff for 1975-76, or .86 more FTE than the school had.

The increase in staff has probably enabled the expansion of programs in journalism and instrumental music.

III. Summary Statement on Ratio Staffing Policy from Building Administration

A. Changes in Educational Programs

Roosevelt has increased offerings in journalism and orchestra this year. The increase in clerical-teacher aide support has relieved all teachers from supervisory roles during lunch and in the hallways. The gain in administrative time has been channeled into discipline, parent-school interactions, and liaison activities with South Eugene High. The rest of the administrative staff, particularly the principal, now have more time for teacher evaluations and in-class observations.

B. Principal's Opinion of Staff Response

School staff supported the new policy.

C. Advantages of the Ratio Staffing Policy

--the increase in teacher aide FTE has allowed certified teachers to spend more time teaching. Media Services also functions more efficiently this year as a result of the aide increase.

--creates a better distribution of staff in the District.

D. Disadvantages

--inability to make full adjustments in staffing at the start of the school year. Roosevelt had staffed conservatively during the preceding summer so cuts in staffing would not have to be made during the first few weeks of the school year. When Roosevelt attempted to bring their staff up to 100% based on the actual enrollment, they were unable to do so due to a lack of staff in the reserve pool.

--Roosevelt utilizes an "arena" registration system similar to many colleges. Students select courses from a list of alternatives. Consequently, when the adjustment system is slow and one or two teachers are added to the staff after the start of the school year, they are often not picked by students who have already decided on their classes. Such teachers are often under-utilized for a term.

E. Ways to Improve the Ratio Staffing Policy

--due to the above two disadvantages, it would be helpful to Roosevelt if staffing were based on 100% of projected enrollment and not 97%.

IMPACT OF RATIO STAFFING POLICY BY SCHOOL FOR 1975-1976

School Spencer Butte Junior High

Principal Susan Leabo

I. Changes in Staff and Student/Staff Ratios, 1974-75 through 1975-76

	(a)	(b)	(c)	(d)
	Actual Staffing for 1974-75	Staffing for 1975-76 if previous staffing policy were still in effect (hypothetical)	Actual Staffing for 1975-76 under new ratio staffing policy	Resulting Impact of ratio staffing policy in 1975-76 (d)=(c)-(b)
Instructional Staff	33.90	31.48	32.85	+ 1.37
Student/Instr. Staff Ratio	19.00/1	19.00/1	18.20/1	- .80/1
Administrative Staff	2.00	2.00	2.00	- 0 -
Student/Admin. Staff Ratio	322.00/1	299.00/1	299.00/1	- 0 -
Clerical Staff	5.50	4.50	5.13	+ .63
Student/Cler. Staff Ratio	117.09/1	132.89/1	116.57/1	- 16.32/1

II. Analysis of the Ratio Staffing Policy at Spencer Butte Junior High

The Ratio Staffing Policy had a positive impact on Spencer Butte.

Spencer Butte declined in enrollment by 46 students in 1975-76. Under the previous staffing guidelines, Spencer Butte would have lost approximately 2.40 instructional staff. The Ratio Staffing policy acted to offset part of the staffing loss such that the school dropped only 1.00 in staff. The Ratio Staffing Policy can therefore be seen as benefiting the school by 1.40 FTE in instructional staff.

The increased number of staff relative to students was channeled into language arts. Specifically, Spencer Butte initiated new courses this year in writing, communications-media, and stage production.

II. Summary Statement on Ratio Staffing Policy from Building Administration

A. Changes in Educational Programs

An analysis of the effects of the 18.4 staffing policy on Spencer Butte is complicated by changes in required courses this year. Three new courses have been added: a writing course, a communications-media course, and stage production, which are probably the result of the increased staff at Spencer Butte.

B. Principal's Opinion of Staff Response

The staff favored the change in staffing policy.

C. Advantages of the Ratio Staffing Policy

(not stated)

D. Disadvantages

--the junior highs are still understaffed relative to high schools because junior high teachers have greater supervisory and teaching responsibilities during the course of a school day than do senior high teachers. Junior high staff, for example, must prepare for six classes each day with one period of preparation, while senior high faculty prepare for five classes daily with two periods of preparation.

E. Ways to Improve the Policy

--base the allocation of staff on student-teacher contact time instead of enrollment.

IMPACT OF RATIO STAFFING POLICY BY SCHOOL FOR 1975-1976

School Cal Young Junior High

Principal William Schulke

I. Changes in Staff and Student/Staff Ratios, 1974-75 through 1975-76

	(a)	(b)	(c)	(d)
	Actual Staffing for 1974-75	Staffing for 1975-76 if previous staffing policy were still in effect (hypothetical)	Actual Staffing for 1975-76 under new ratio staffing policy	Resulting Impact of ratio staffing policy in 1975-76 (d)=(c)-(b)
Instructional Staff	37.30	34.38	35.77	+ 1.39
Student/Instr. Staff Ratio	18.85/1	18.85/1	18.12/1	- .73/1
Administrative Staff	2.0	2.0	2.0	- 0 -
Student/Admin. Staff Ratio	351.50/1	324.00/1	324.00/1	- 0 -
Clerical Staff	6.0	5.5	5.88	+ .38
Student/Cler. Staff Ratio	117.17/1	117.82/1	110.20/1	- 7.62/1

II. Analysis of the Ratio Staffing Policy at Cal Young Junior High

The Ratio Staffing Policy had a strong, positive impact on Cal Young.

Cal Young declined in enrollment by 55 students this year. Under the previous staffing guidelines, this decline would have cost the school roughly three instructional staff members. Instead, Cal Young's actual loss this year has been 1.53 FTE. The Ratio Staffing Policy can therefore be seen as benefiting the school by approximately 1.40 FTE in instructional staff.

Cal Young's gain in staff relative to students has been used to expand on the reading program.

III. Summary Statement on Ratio Staffing Policy from Building Administration

A. Changes in Educational Programs

The increase in staff enabled Cal Young to upgrade its reading program. This year, the school maintained ten sections of special reading, holding the class size to 12-13 students.

B. Principal's Opinion of Staff Response

The staff favored the new staffing policy.

C. Advantages of the Ratio Staffing Policy

--a step toward greater equity in staffing.

D. Disadvantages

--policy does not recognize the special educational and program problems at the junior high level. One counselor, for example, for 600 to 650 students is not enough. Also, junior high students are going through a relatively unique stage in life, which creates age-specific problems, especially concerning discipline. The intervention and resolution of conflicts takes considerably more staff time at the junior high level than at the elementary level.

Summary of Junior High Changes

The following summary presents an overview of staff changes at the junior high schools, a summation of similar responses made by building administrators, descriptions of program changes, and descriptions of the effects of administrative and clerical staff changes.

In the preceding individual school presentations, six junior high schools were judged to be strongly, positively affected by the Ratio Policy. Two schools were judged to be positively affected. All the junior highs benefited from the Ratio Staffing Policy. Table 16 ranks the junior high schools from the school with the largest instructional staff increase resulting from the policy to the school with the smallest increase. Actual staff totals in 1974-75, actual staff totals in 1975-76, and the differences between the two years are also presented:

Table 16

Actual Instructional Staffing in 1974-75 and 1975-76 at all Junior Highs Ranked by Amount of Staff Gain as a Result of the Ratio Staffing Policy

School	Instructional Staff Increase from Ratio Policy	Actual Instructional Staff in 1974-75	Actual Instructional Staff in 1975-76	Difference in Actual Staff between 1974-75 and 1975-76
1. Madison	+4.38	42.30	42.06	-.24
2. Kelly	+2.27	40.60	40.23	-.37
3. Cal Young	+1.39	37.30	35.77	-1.53
4. Spencer Butte	+1.37	33.90	32.85	-1.05
5. Monroe	+1.18	28.70	28.36	-.34
6. Jefferson	+1.17	35.60	34.67	-.93
7. Kennedy	+ .87	33.70	33.01	-.69
8. Roosevelt	+ .78	41.10	42.46	+1.36
Total	+13.41	293.20	289.41	-3.79

Table 16 shows that the junior highs gained close to 13.50 FTE instructional staff from the policy and that every junior high contributed to this increase. Table 16 also shows, however, that every junior high, except Roosevelt, lost instructional staff in actual totals. This loss is a result of a sharp decline in enrollment at most of the schools. In short, the junior highs lost staff due to enrollment, but gained staff due to the Ratio Policy. The policy prevented many 1974-75 junior high staff positions from being dropped in 1975-76.

Because the junior highs did not add actual staff in 1975-76, the impetus to add or expand educational programs due to a real staffing gain was not present; this probably acted to dampen program changes. Further, the junior highs did not cut the staffing positions which the Ratio Policy preserved. It is, therefore, difficult to tell which particular staff and therefore which particular programs were benefited by the Ratio Policy. Both of these factors complicated an analysis of program changes at these schools. This is not to imply, however, that programs at the junior highs were not affected and that it is not possible to identify them. The junior highs significantly improved their student/staff ratios, so that internal changes or re-orderings of program priorities were made possible.

The building administrations at all eight junior high schools reported staff approval of the Ratio Policy. Other similar responses are:

--six junior high schools mentioned that the Ratio Policy created greater staffing equity in the district than existed before.

--two junior high schools reported that the policy had increased staffing or scheduling flexibility.

--two schools reported that increased staff attention to individual students was now possible due to the policy.

--six junior high schools reported that although the policy created a fairer distribution of staff in the district, junior high staffs still carried a heavier work load than did staff at other levels, especially high school.

--three junior high schools expressed dissatisfaction with the fall adjustment period when final staffing assignments are made.

Responses concerning ways to improve the Ratio Staffing Policy focused almost exclusively on revising the computational basis of allocating staff. Instead of basing the allocation of staff on enrollment figures, several junior high schools felt it should be based on either the number of students computed on a full-time equivalency basis or the amount of student-teacher contact time required of staff. Basing staffing calculations on student full-time equivalency would be a mechanism for recognizing the decreased demands on staff time by part-time students. Some schools mentioned that the varying rates of student attrition due to early graduation, transfers, or dropouts should also be built into staffing calculations to achieve staffing equity throughout the school year.

The following is a list of program changes the administration at each junior high presented as resulting from the Ratio Policy:

Junior High School	Program Changes in 1975-76 Resulting from Ratio Policy
Jefferson	Initiation of Apathy program for alienated students, expansion of intramural program and counseling activities.
Kelly	Reading program expanded.
Kennedy	Counseling and Reading program for below grade readers expanded.
Madison	Counseling and Reading program for below grade readers expanded.
Monroe	Sections of special mathematics and reading added for below grade students. Accelerated math section offered for advanced students.
Roosevelt	Programs in journalism and instrumental music expanded.
Spencer Butte	Sections in writing composition, stage production, and communications-media added.
Cal Young	Section offerings in Reading program expanded reducing reading class sizes to 12-13 students.

In addition to lowered student-teacher ratios, several of the junior highs obtained additional amounts of administrative and clerical personnel. Among the benefits associated with administrative increases were more efficient coordination of auxiliary programs, greater assistance in the evaluation of instructional staff, the ability to plan in advance, more special projects, and an increase in liaison activities with parents and other schools. Clerical increases have assisted students with school publications, relieved teachers of supervisory roles during lunch and in the hallways, and provided clerical support to Media Services.

To conclude, the following generalizations can be made concerning the impact of the Ratio Policy on the junior high schools:

--The Ratio Staffing Policy positively affected every junior high. The Policy increased their staffing by approximately 13.50 instructors, 2.50 administrators, and 3.50 clerical personnel.

--The staffs of every junior high were reported as approving the new policy.

--Advantages of the policy were reported as increased equity in staffing, increased staffing flexibility, and increased individual attention to students.

--Disadvantages focused on perceptions of the policy as still being unfair in the distribution of personnel resources, and dissatisfactions with the fall adjustment period in staffing.

--Program changes centered around expanding reading and counseling. Most program changes involved reducing student-staff ratios and increasing staff attention to below-grade students.

--Recommendations for improving the Ratio Policy centered on changing the computational basis of the staffing ratio, i.e., basing the distribution either on student FTE or on student-teacher contact time with compensations for differing student attrition rates by level.

In 1974-75, the eight junior high schools benefiting from the change in policy had a student enrollment of 5,625 and an instructional staff of 293.

The next section presents program changes at the high schools resulting from the Ratio Policy.

Senior High School Program Changes

This section will describe the program changes at the senior high schools between 1974-75 and 1975-76 resulting from the Ratio Staffing Policy. A table of staffing changes, an analysis by the Evaluation Department, and an edited summary from the administration are presented for each high school. At the conclusion of individual school presentations, a general summary analysis is also provided. Action High School is not included in the individual school presentations or in the general summary. Many of the same methodological problems exist in determining program changes at the high schools as existed with the junior high and elementary schools.

IMPACT OF RATIO STAFFING POLICY BY SCHOOL FOR 1975-1976

School Churchill Senior High School
Principal Charles Zollinger

I. Changes in Staff and Student/Staff Ratios, 1974-75 through 1975-76

	(a)	(b)	(c)	(d)
	Actual Staffing for 1974-75	Staffing for 1975-76 if previous staffing policy were still in effect (hypothetical)	Actual Staffing for 1975-76 under new ratio staffing policy	Resulting Impact of ratio staffing policy in 1975-76 (d)=(c)-(b)
Instructional Staff	65.00	67.20	63.44	- 3.76
Student/Instr. Staff Ratio	17.26/1	17.26/1	18.28/1	+ 1.02/1
Administrative Staff	4.00	4.0	3.00	- 1.00
Student/Admin. Staff Ratio	280.50/1	290.00/1	386.67	+ 96.67/1
Clerical Staff	11.50	11.50	10.88	- .62
Student/Cler. Staff Ratio	97.57/1	100.87/1	106.62/1	+ 5.75/1

II. Analysis of the Ratio Staffing Policy at Churchill Senior High School

The Ratio Staffing Policy had a strong negative impact on Churchill High School.

Under the Previous Staffing Policy, Churchill would have increased 2.20 instructional staff in 1975-76. With the new Ratio Staffing Policy, Churchill decreased 1.60 FTE in actual instructional staff. The Ratio Policy cost Churchill both its potential gain and its actual loss in staff, or approximately 3.80 staff members. In addition, the Policy cost the school 1.00 FTE in administrative time and .62 FTE in clerical staff. The reduction in clerical staff has been in teacher aides.

Despite the decline in staff, the total number of sections offered by Churchill decreased by only five, declining from 267 sections in 1974-75 to 262. This was caused by assigning four counselors to teach one section each and by five teachers offering six classes. Numerous internal shifts in programs occurred between 1974-75 and 1975-76. Some departments expanded while others contracted. Among these changes, the English and Social Studies Departments seem to have been the most affected by the Ratio Policy. The English Department lost .60 FTE in staff and declined three sections. The Social Studies Department decreased 1.00 FTE in staff and dropped four sections. The decline in staff primarily affected advanced, college preparatory courses in both of these departments.

Churchill had a significant increase in the number of students signing up for home economics classes in 1975-76, from 156 students to 242. The policy's effect of not allowing the school to expand overall staff probably resulted in staff time not being added to this department. The average class size in home economics rose from 14.18 to 20.20 students.

The decrease in administrative time resulting in some chores which had been administrative being delegated to counselors. Counselors now supervise the individualized testing and evaluation program for students after hours. Because there are only three administrators this year instead of four, the supervision of extracurricular student activities--dances, athletic events, etc.--is now rotated on a three-way basis instead of four. Each administrator has less time at home. Fewer in-class observations of teachers are possible as part of staff evaluations due to the decrease.

The decline in clerical support has decreased the use of non-textbook materials in class. Because non-textbook classes require extensive amounts of time gathering course materials, the reduction in teacher aides probably encourages more traditional, textbook-only classes.

For the first time at Churchill, upper limits have been placed on the number of courses for which a student may sign up.

III. Summary Statement on Ratio Staffing Policy from Building Administration

A. Changes in Educational Programs

Churchill lost four specialized courses in English--Creative Writing, Chicano Literature, Perspectives in Pseudo-Science, and Modern Drama--and in social studies four sections were dropped. Two of the dropped classes in social studies, Current Events and The Role of the Political Specialist, were popular courses. In mathematics a class in probability has been dropped and a new computer program sequence, originally supported with grant money and expected to be continued this year with District funds, was dropped. Two physical education classes have been discontinued and credit for stagecraft and year-book has been withdrawn. A course in intermediate Spanish was dropped, and the Beginning Business Orientation Program, a three-term sequence, was dropped.

B. Principal's Opinion of Staff Response

The staff generally had a negative opinion of the policy.

C. Advantages of the Ratio Staffing Policy

--none for the high schools.

D. Disadvantages

--there were decreases in course offerings, particularly small, specialized classes in English, Social Studies and Math.

--There was a reduction of counseling time for students.

--staff morale was lowered by the policy resulting in teachers being less willing to offer specialized courses in their areas of expertise that are over and above their regular assignments.

--additional amounts of over-time pay for certified personnel, particularly counselors are required.

--restrictions on the maximum number of credits a student may sign up for.

--the loss of clerical personnel has made budget preparation and maintenance more difficult.

--the loss of teacher aides has discouraged non-textbook classes from being offered.

--heavier work loads for administrators, particularly supervision of extra curricular student events.

--teacher evaluation program has been hurt due to a reduction in number of in-class observations.

--the reduction in curriculum associate time has resulted in regular teachers being pulled more often from their classrooms with a resulting lack of continuity in the class and the added expense of using substitutes.

E. Ways to improve the Ratio Staffing Policy.

--support services provided by auxiliary specialists should be exempted from the staffing formula so all schools, irrespective of size, are guaranteed adequate support. This would act to reduce conflicts between regular classroom staff and support personnel.

IMPACT OF RATIO STAFFING POLICY BY SCHOOL FOR 1975-1976

School North Eugene High School
Principal Bert Simmons

I. Changes in Staff and Student/Staff Ratios, 1974-75 through 1975-76

	(a)	(b)	(c)	(d)
	Actual Staffing for 1974-75	Staffing for 1975-76 if previous staffing policy were still in effect (hypothetical)	Actual Staffing for 1975-76 under new ratio staffing policy	Resulting Impact of ratio staffing policy in 1975-76 (d)=(c)-(b)
Instructional Staff	71.00	71.80	68.70	- 3.10
Student/Instr. Staff Ratio	17.45/1	17.45/1	18.24/1	+ .79/1
Administrative Staff	4.0	4.0	3.50	- .50
Student/Admin. Staff Ratio	309.75/1	313.25/1	358.00/1	+ 44.75/1
Clerical Staff	12.50	13.00	11.25	- 1.75
Student/Cler. Staff Ratio	99.12/1	96.38/1	111.38/1	+ 15.00/1

II. Analysis of the Ratio Staffing Policy at North Eugene Senior High School

The Ratio Staffing Policy had strong negative impact on North Eugene.

Under the previous staffing guidelines, North Eugene would have increased to around 72 instructional staff members in 1975-76 due to a slight enrollment gain. Instead North has approximately 69 staff members this year. The Ratio Staffing Policy can therefore be viewed as costing the school roughly 3 full time staff members--a loss of two existing staff members and 1 potential increase in staff. In addition, the school lost .50 FTE in administrative time and a 1.75 FTE in clerical support.

North Eugene's reduction in instructional staff did not take place until January, 1976. During the fall term, the school was overstaffed by approximately 2 staff members. In January, North dropped one staff member in Social Studies and one in English. As a result of the staff decrease, three sections in Drama, two sections in Writing, and 5 sections in Social Studies were lost. The reduction in staff and section offerings has primarily effected the college preparatory program.

III. Summary Statement on Ratio Staffing Policy from Building Administration

A. Changes in Education Programs

North Eugene lost ten sections--two in writing, three in Drama, and five in Social Studies--as a result of losing two staff members. The school does not provide credit from work in Drama.

The reduction of administrators from four full time to 3.50 FTE did not prove feasible. One administrator was splitting his time between North and a junior high, with a resulting lack of continuity. As a result of this inefficiency, North voluntarily reduced its administrative staff to three by allowing the .50 FTE administrator to work full time at the junior high. North has thus been functionally working with three administrators. The loss of administrative time has resulted in a reorganization of work loads. Previously each administrator covered a full-range of administrative responsibilities; this year the administrative work has been divided up whereby each administrator focuses on a narrower range of responsibilities and duties.

The reduction in teacher aides created difficulties in administratively reassigning those remaining in areas of their competencies. North Eugene uses teacher aides extensively and the loss in aide time created more work for the teaching staff.

B. Principal's Opinion of Staff Response.

The staff of North Eugene were critical of the new staffing guidelines but not as opposed as the other high schools. The lack of classroom space at North is a more important issue than the staffing policy.

C. Advantages of the Ratio Staffing Policy.

None stated

D. Disadvantages

--The reduction in section offerings has reduced scheduling flexibility and the range of time options students can choose from.

--Faculty are more reluctant to offer advanced, specialty courses due to their increased loads in their regular classrooms. Some faculty, for example, traditionally like to offer courses periodically in their areas of expertise. Faculty now think long and hard before they volunteer to offer advanced special courses.

- --because of the reduction of instructional and administrative time, the planning and implementation of Plan II, an inter-disciplinary program requiring close cooperation between departments, has been slowed.
- --the increased teaching load on instructional staff has resulted in less individualized attention to students.

E. Ways to Improve the Ratio Staffing Policy

None stated

IMPACT OF RATIO STAFFING POLICY BY SCHOOL FOR 1975-1976

School Sheldon Senior High School

Principal C. Wayne Flynn

I. Changes in Staff and Student/Staff Ratios, 1974-75 through 1975-76

	(a)	(b)	(c)	(d)
	Actual Staffing for 1974-75	Staffing for 1975-76 if previous staffing policy were still in effect (hypothetical)	Actual Staffing for 1975-76 under new ratio staffing policy	Resulting Impact of ratio staffing policy in 1975-76 (d)=(c)-(b)
Instructional Staff	64.30	62.34	57.63	- 4.71
Student/Instr. Staff Ratio	16.80/1	16.80/1	18.17/1	+ 1.37/1
Administrative Staff	4.00	4.00	4.00	0
Student/Admin. Staff Ratio	270.00/1	261.75/1	261.75/1	0
Clerical Staff	12.50	12.00	9.69	- 2.31
Student/Cler. Staff Ratio	86.40/1	87.25/1	108.05/1	+ 20.80/1

II. Analysis of the Ratio Staffing Policy at Sheldon Senior High School

The Ratio Staffing Policy had a strong, negative impact on Sheldon.

Due to an enrollment decline, Sheldon would have lost approximately two instructional staff members in 1975-76 under the Previous Staffing Policy. Their staff would have decreased from 64.30 FTE to 62.34 FTE. In actual instructional staff this year, Sheldon has 57.63 FTE. The Ratio Staffing Policy cost the school an additional 4.71 FTE in instructional staff. Sheldon's overall decline in staff is therefore approximately seven staff members or 11% of their staff in 1974-75. In addition the school lost 1.00 FTE in administrative staff although this was partially offset by the school picking up a 1.00 FTE administrative intern. Sheldon lost 2.31 FTE in clerical support due to the policy.

Sheldon's section offerings decreased from 327 in 1974-75 to 295 this year. English, Social Studies, and Driver's Education decreased by 29 sections. Sheldon's English Department lost 1.20 FTE in staff; Driver's Education lost 1.00 FTE--a 50% reduction of staff in the program; Social Studies, Physical Education/Health, and Industrial Education all lost .80 FTE each in staff. In the Industrial Education department, four sections of Forestry and the entire Forestry program was dropped. Business education decreased .60 FTE in staff and declined in section offers by three. Losses by other departments were less severe and more evenly distributed. Every department lost staff except for Music where the gain in staff time was .20 FTE.

Course offerings decreased from approximately 149 distinct courses in 1974-75 to 137 courses in 1975-76. Part of this reduction, however, is attributable to a general reorganization of the English Department where the "elective" program was phased out.

III. Summary Statement on Ratio Staffing Policy from Building Administration

A. Changes in Educational Programs

Due to the Ratio Staffing Policy Sheldon's curriculum offers both fewer courses and fewer sections with a consequent decline in course variety and scheduling flexibility. The Counseling program declined by .60 FTE. Driver's Education, Business Education, English, Foreign Language, Science, and Math all lost staff and sections. In general the decrease has been translated into larger class sizes. The decrease in administrative and clerical staff has not resulted in a curtailment of services but jobs generally take longer to complete.

B. Principal's Opinion of Staff Response.

The staff reduction at Sheldon had a demoralizing effect. The staff did not have an adequate opportunity to provide input to or influence the new policy.

C. Advantages of the Ratio Staffing Policy

--the policy's effect on Sheldon and the general staff reduction caused a careful re-examination of priorities within the building.

--new system less susceptible to political manipulation.

D. Disadvantages.

--fewer course offerings, fewer sections, and larger classes.

--staff demoralization

--loss of Forestry program and 50% reduction of Driver's Education Program.

--distribution of administrators by school is not fairly proportioned.

--failure to completely implement the Ratio Policy as had been promised.

E. Ways to Improve the Ratio Staffing Policy

--allow some considerations for program specific staffing.

--create more flexibility in the system.

IMPACT OF RATIO STAFFING POLICY BY SCHOOL FOR 1975-1976

School South Eugene High School
Principal Cliff Moffitt

I. Changes in Staff and Student/Staff Ratios, 1974-75 through 1975-76

	(a)	(b)	(c)	(d)
	Actual Staffing for 1974-75	Staffing for 1975-76 if previous staffing policy were still in effect (hypothetical)	Actual Staffing for 1975-76 under new ratio staffing policy	Resulting Impact of ratio staffing policy in 1975-76 (d)=(c)-(b)
Instructional Staff	75.00	74.90	69.37	- 5.57
Student/Instr. Staff Ratio	17.19/1	17.19/1	18.57/1	+ 1.38/1
Administrative Staff	4.00	4.00	3.50	- .50
Student/Admin. Staff Ratio	322.25/1	322.00/1	368.00/1	+ 46.00/1
Clerical Staff	13.00	13.00	11.82	- 1.18
Student/Cler. Staff Ratio	99.15/1	99.08/1	108.97/1	+ 9.89/1

II. Analysis of the Ratio Staffing Policy at South Eugene Senior High School

The Ratio Staffing Policy had a strong negative impact on South Eugene.

South Eugene's enrollment remained approximately the same between 1974-75 and 1975-76. All total staffing changes can therefore be attributed to the Ratio Policy. Due to the policy, South lost approximately 5.60 FTE in instructional staff, .50 FTE administrators, and 2.20 FTE clerical staff.

South Eugene's decline in instructional staff was composed of the following totals by school department.

Department	Amount of Instructional Staff Loss
Art	.20 FTE
Driver Education	.40 FTE
English	2.30 FTE
Foreign Language	.20 FTE
Home Economics	.20 FTE
Industrial Education	.40 FTE
Instrumental Music	.30 FTE
Journalism	.05 FTE
Mathematics	(.20 FTE staff gain)
Physical Education/Health	.60 FTE
Science	1.00 FTE
Social Studies	.40 FTE

The decrease in staff reduces South's section offerings by approximately 20 classes. No programs were lost although a planned program in child development was not implemented.

III. Summary Statement on Ratio Staffing Policy from Building Administration

A. Changes in Educational Programs

Driver Education was reduced by two sections, a child development program was not created in the Home Economics department as planned and one section in Home Economics was dropped. The English department lost 6.5 sections but because students were able to transfer more credits in English from the 7th and 8th grades, class sizes in English remained approximately the same. Offerings in electronics were decreased by two sections, one section in physical education was dropped, one section in music and one section in foreign language. Science lost five sections. Math gained one section. Mostly lower division sections were affected. A large number of students were not able to take driver education because of the reduction in staff and section offerings. Student requests for home economics offerings could not be met. Reductions in administrative and clerical FTE have not resulted in a reduction of basic services performed. Tasks, however, either take longer or are not done as well as in the past.

B. Principal's Opinion of Staff Response

Staff were concerned about the resulting increase in the pupil/teacher ratio. The staff did not want inequality to exist in the District but felt that equality could best be reached by decreasing the student/staff ratios at the elementary and junior high schools instead of increasing the student/staff ratios at the senior high schools.

C. Advantages of the Ratio Staffing Policy

--forced schools to look at course offerings closely and to judge the worthwhileness of their existence.

--forced greater efficiency among remaining staff.

D. Disadvantages

--South Eugene is under pressure to offer more and smaller classes. The staffing plan and budgetary considerations create pressure for fewer and larger classes.

--splitting an administrator between a senior high and junior high is impractical as it prevents continuity in work and leaves both the administrator and schools dissatisfied.

--students must be turned away from driver education.

--increased class sizes in Science, Mathematics, Foreign Language, Industrial Education, Home Economics, Art, Music, and Physical Education/Health.

--fewer section offerings has reduced scheduling flexibility for students.

--there is pressure to place limits on the number of credits a student may sign up for.

E. Ways to Improve the Ratio Staffing Policy

--a better policy for establishing staffing equity between levels in the District would have entailed the School Board making hard decisions about dropping entire programs at the high school level. This would have been preferable to requiring principals to cut staff from a large number of programs, thereby disrupting a large number of programs.

Summary of Program Changes at Senior High Schools

This summary contains an overview of staffing changes, a summation of building responses, and an analysis of what curriculum areas have been the most affected by the Ratio Staffing Policy.

Table 17 lists the amount of instructional staff loss resulting from the Ratio Policy at each senior high. The schools are ranked from the largest decrease to the smallest. Also presented in the table are actual instructional staff totals in 1974-75, 1975-76, and the difference between these two years.

Table 17

Actual Instructional Staff in 1974-75 and 1975-76 at all Senior Highs Ranked by Amount of Staff Loss as a Result of the Ratio Staffing Policy.

School	Instructional Staff Loss from Ratio Policy	Actual Instructional Staff in 1974-75	Actual Instructional Staff in 1975-76	Difference in Actual Instr. Staff between 1974-75 & 1975-76
South Eugene	-5.57	75.00	69.37	-5.63
Sheldon	-4.71	64.30	57.63	-6.67
Churchill	-3.76	65.00	63.44	-1.56
North Eugene	-3.10	71.00	68.70	-2.30
Total	-17.14			-16.16

In the individual senior high presentations all four schools were classified as strongly, negatively affected by the Ratio Policy. Table 17 reveals the interaction between staff reductions caused by the policy and staff changes resulting from enrollment. Both Churchill and North Eugene increased in enrollment in 1975-76; hence, their actual staffing loss was less than their loss resulting from the Ratio Policy. Neither school gained the amount of staff they would have if the Previous Staffing Policy had still been in effect. At South Eugene, enrollment remained approximately the same between 1974-75 and 1975-76. Consequently, the school's actual staffing loss and their loss resulting from the policy are approximately the same. Sheldon High School, however, represents a school at which an enrollment decline resulted in a staffing loss and the Ratio Policy resulted in a staffing loss. In 1974-75 Sheldon had fewer students per teacher, 16.80/1, than any other junior or senior high. The combined effects of both factors resulted in an instructional staff loss approaching seven staff members--the sharpest decrease of any school in the District. In summary, enrollment changes partially off-set staff reductions at North and Churchill, had a neutral effect on South and intensified the reductions at Sheldon.

All four high schools reported staff disapproval of the Ratio Staffing Policy. Few advantages were attributed to it. Two high schools reported that the policy forced re-examination of course offerings and curricula priorities as one advantage. Reported disadvantages were more numerous:

--Three schools mentioned increased class sizes.

--Three schools reported reduced flexibility in scheduling or fewer section offerings for students.

--Two high schools reported staff demoralization resulting from the policy.

--Two schools reported teachers less willing to offer advanced courses in their area of expertise over and above their regular assignments due to increased student loads.

--Both high schools with split administrative FTE reported dissatisfaction with this part of the policy.

--Two high schools reported the same administrative services were still being offered but that it took longer to complete them. One school reported delegation of some former administrative chores to counselors. One school reported a major reorganization of administrative duties.

--One school reported limits being placed on credits a student may sign up for. Another school reported pressure to do so.

--Other disadvantages reported once:
  a) administrative time not fairly distributed among schools.
  b) failure to completely implement the Ratio Policy

c) the teacher evaluation program rendered less effective due to the reduction in administrative time.
d) the implementation of Plan II slowed.
e) the discouragement of non-textbook classes due to reduction in teacher aides.

North Eugene and Churchill made staffing cuts in primarily English and Social Studies. South Eugene made the heaviest cuts in English, Science and Physical Education/Health. Sheldon's loss was predominately in English, Social Studies, Physical Education/Health, Industrial Education, and Driver Education. The following is a list of total instructional staff reductions in FTE for all high schools in the above departments:

Department	Loss in Staff
English	5.10 FTE
Social Studies	2.80
Driver Education	1.40
Physical Education/Health	1.40
Industrial Education	1.20
Science	1.00

The Evaluation Department believes that most instructional staff reductions were made in English and Social Studies as part of a concerted effort to avoid total programs from being canceled. Normally, English and Social Studies are the largest departments in high schools. Greater opportunities exist in large departments to make staff cuts due to more staff turnover, such as retirement, sickness, leaves, etc. Also, large departments can more easily absorb the impact of the reduction of a few staff members without drastic revisions to existing programs or course offerings. In addition, three high schools reported that total program cuts were discouraged by the Superintendent's Office. Not surprisingly, then, the Ratio Policy caused few total program losses at the high schools--despite the number of staff members lost. Only two complete programs have been identified by the Evaluation Department as being cut due to the policy: (1) the forestry program at Sheldon and (2) the drama program at North Eugene (all drama instruction is now extra-curricular).

Despite the lack of total program changes, there were numerous changes in programs resulting from the policy. Two planned programs, Child Development at South Eugene and a computer sequence at Churchill, probably were not implemented as a result of the policy. The Driver Education program at

Sheldon has been sharply curtailed. Churchill lost several advanced, specialized course offerings in English. Between 70 and 80 sections were cut at the high schools. This cut represents roughly a 5% decrease in section offerings over the previous year. The overall student-instructional staff ratio increased by approximately one student, from 17.18 students per staff member to 18.32 students. Because of the concentration of staff cuts in English and Social Studies, the Ratio Staffing Policy affected the college preparatory curriculum more than the vocational curriculum. Both large and small classes and upper and lower division classes were affected.

The following generalizations can be made about the Ratio Policy's impact on the senior high schools:

--The Ratio Staffing Policy cost the high schools, excluding Action High, 17 instructional staff members. In actual staffing losses, Sheldon and South Eugene lost the greatest amount of staff.

--The staff members at every senior high were reported as disapproving the Ratio Staffing Policy.

--Increased class sizes, reduced scheduling flexibility, staff demoralization, decreases in staff willingness to offer voluntary courses, and difficulties with administrative time split between more than one school were the most commonly reported disadvantages of the Ratio Staffing Policy.

--Efforts were made to prevent total programs from being dropped by making staff reductions in large departments and by spreading other reductions over a large number of departments.

--Two programs, forestry and drama, were dropped as a result of the Ratio Policy. Drama has been made extra-curricular at North.

--Section offerings decreased by roughly 5% at all the high schools.

--Most staff reductions were made in English and social studies.

--The college preparatory curriculum was more affected than vocational curriculum.

--The overall student instructional staff ratio increased by one student, from 17.18 to 18.32 students per staff member.

In 1974-75 the four high schools not benefiting from the policy change had a student enrollment of 4,730 and an instructional staff of 275.

Fall Staffing Adjustment Period

Background

In late spring, instructional staff members are assigned to each school for the next year. Staffing allotments for each school are based on projected enrollments for the coming fall.
During the summer, schools plan classes and make course assignments based on the instructional staff assigned to the school. Staff members who have been assigned make plans based on their assignments. In September, during the first four weeks of the new school year, staff adjustments are made which are now based on real or actual enrollments by school.

The number of staffing adjustments made is determined by the number of differences between schools' projected enrollments in the spring and what their actual enrollments are in the fall. If a projected enrollment for a school is close to its eventual actual enrollment, then little adjustment in staffing is necessary. If a projection for a school is significantly higher or lower than its actual enrollment, then a staffing adjustment is made. Final adjustments in staffing are made based on enrollments reported at the end of the last week in September, three to four weeks after the start of the school year. Enrollment totals are used at this time because they are perceived to be the most stable. Enrollments reported prior to September 30 are seen as less reliable due to late arrivals, transfers, etc.

In the spring, to make fall staff adjustments easier, staff assignments are made based on only 97% of the projected enrollment. This creates an unassigned and uncontracted-for reserve pool of teachers, approximately 3% of the total budgeted staff. (For 1975-76, a slightly different system for creating a reserve pool was used, but the principle remains the same.) Staffing adjustments in the fall are primarily made from the reserve pool of staff. After the start of the school year, if a school's actual enrollment is only 97% of its spring projection, then no additional staff from the pool are assigned to the school. If the school's actual enrollment, however, is greater than 97% of its spring projection, then additional staff are assigned from the pool. The amount of staff increase depends, of course, on how many students over the 97% projection the school is. If a school falls short of its 97% projected enrollment, then some staff who had been assigned to the school are supposed to be shifted to other schools.

Assigning staff based on 97% of projected enrollments is done for several reasons. First, projected enrollments for the entire district may over-estimate the number of students enrolling in the fall. By contracting with staff based on only 97% of projected enrollment instead of 100%, the district can save funds if actual enrollments fall short of total projections. In this case, some budgeted staff in the 3% pool are not hired.

Second, if staff members are assigned in the spring based on 100% of projected enrollments, schools falling short of their projected enrollments in the fall would lose staff members who had been assigned over the summer. Losing staff disrupts scheduling, course assignments, and dislocates the affected staff members--often three weeks into the school year. Assigning staff based on 97% of projected enrollments decreases the likelihood of schools losing staff after the start of the school year and increases their chances of adding staff. Generally, it is easier to add staff members; staff increases entail an expansion of class and course options while losing staff members means a curtailment of existing classes where students must be reassigned.

Third, if the reserve pool is too large, say 10% of total budgeted instructional staff, then scheduling at schools is again hampered, only this time due to a lack of assigned staff. Some regional directors and school principals want a 3% pool because having a maximum of staff members assigned in the spring enables school scheduling and staffing to be completed before the school year starts in the fall. In addition, the larger the unassigned pool, the greater the number of teachers who will not know if they are employed until September. Besides the inconvenience of such ambiguity, teachers who have strong teaching evaluations may be lost to the district if they secure jobs elsewhere.

Thus, in any given year, if the size of the unassigned pool is either too large or too small, serious problems are encountered. Assigned teachers are either cut from the staffs of many schools in the fall, or a number of staff members spend the summer with their employment unsettled, and school programs are not settled upon.

Problems

Nine schools expressed dissatisfaction with the staff adjustment process: Gilham, Harris, River Road, Washington, Willagillespie, Willard, Kelly, Kennedy and Roosevelt. General problems are:

1. Adding staff after the start of the school year. Staff added in late September are often under-used for a term because students have already made class commitments. School programs are delayed until staff arrive and the start of a school year is a difficult time to orient new staff to a school.
2. Losing assigned staff members after the start of the school year. Losing staff members disrupts scheduling and has an emotionally-upsetting impact on both students and teachers, especially when a classroom teacher is lost.
3. Slowness in making adjustments. Schools with actual enrollments above projected enrollments must wait two to three weeks until enrollments have stabilized before additional staff are reassigned. During this delay, existing staff must teach the additional students and the unanticipated students may create inefficiencies in school programs which were designed for a smaller number of students.
4. Complete staffing adjustments are not made. Some schools did not receive all the staff they were entitled to under the 18.4 ratio, and consequently, had a higher student/staff ratio during the 1975-76 school year. Incomplete staffing adjustments seemed to result from: (a) an unwillingness on the part of regional directors and principals to make all the staff cuts required at schools when actual enrollments were much less than projections, (b) there were many large disparities between projected and actual enrollments by school, and (c) too few teachers were consequently held in reserve in 1975-76.

Need for a Cost Benefit Study

Because the existing staff adjustment system and the problems resulting from it are a consequence of the district's attempt to save funds while maintaining equal student/staff ratios at all schools, the Evaluation Department recommends that the Personnel Office make a cost/benefit analysis of the present system. Such an analysis would ideally involve a three-step process:

1. Reasonable alternatives to the present staff adjustment system should be identified. For example, some of the following alternatives were mentioned by schools:

    a. The district should staff on 100% of projected enrollments in the spring, not cut staff at schools in the fall if projected enrollments are greater than actual, and only add staff when actual enrollments are larger than projected by school. Under this system, every school would be guaranteed a maximum student load of 18.4 students per instructional staff, some schools would have a lower student/staff ratio, no schools would lose staff after the start of the school year, and administrative problems caused by making staff cuts would not occur.

    b. Staffing adjustments at the start of the school year should be made upward where appropriate but not downward. The schools would staff on 97% of projected enrollment. Each school would be assured that they can maintain the 97% staffing on anticipated enrollment even if the school does not reach that level of enrollment in the fall. The 3% pool would be used only to make adjustments in schools which exceed the 97% enrollment projection. Although in any given year some schools could be slightly over staffed and some slightly under staffed based on discrepancies between projected enrollment and actual enrollment, over the years this imbalance would tend to even out.

    c. Schools would staff based on 100% of projected enrollments. An 18.6 student/staff ratio would be used instead of the 18.4 ratio. Staff adjustments in the fall would be made upward where warranted at schools which exceed their projected enrollment. No downward adjustments would be made.

2. Both the current staff adjustment system and each alternative should be retroactively applied for the last five years based on the known projected enrollments and actual enrollments in order to examine what would have happened under each system.

3. Based on the individual applications of each alternative for each year, the costs of each "outcome" should be compared to each other. Under the present staff adjustment system, for example, how many schools over the last five years failed to achieve 97% of projected enrollments, and thus would have suffered a staffing loss in assigned staff after the start of the school year? How many additional staff would have been required if alternative "a" above had been used? How much administrative time and at what costs, both at schools and at the central office, would be required to administer each system? If the present system for adjusting staff had been applied in 1974-75 or 1973-74 instead of another alternative, how many staff would not have been hired and at what savings to the district?

After this final step, decisions would be required by those responsible for staffing. Once the actual savings to the district is determined as a result of using the present staff adjustment system instead of an alternative, the benefits from the savings must be compared to the non-monetary problems created by the system, as outlined earlier in this discussion. Do the savings justify or outweigh these problems?

If the current adjustment process is deemed the most advantageous, then efforts should be made to relieve some of the problems associated with it. The Evaluation Department feels that improvements can be made in two areas: (1) a reduction in the amount of staff cuts in assigned staff after the start of the school year, and (2) the length of time taken to make adjustments after the start of the school year.

Minimizing September Staff Cuts in Assigned Staff

Because of the number and magnitude of discrepancies between projected enrollment totals and actual enrollment totals by school, the current practices of holding only 3% of the total budgeted staff in the unassigned pool is not enough to prevent staff cuts from being made at a large number of schools after the start of the school year. Table 18 lists the discrepancy between projected enrollments and actual enrollments by school for 1974-75 and 1975-76.

Table 18

Differences Between Projected Enrollment
and Actual Fall Enrollment by School for 1974-75 and 1975-76*

Elementary Schools	Projected Enrollment for 1974-75	Actual Enrollment for 1974-75	Difference Between Projected and Actual Enrollment	Projected Enrollment for 1975-76	Actual Enrollment for 1975-76	Difference Between Projected and Actual Enrollment
1. Adams	317	273	+ 44	238	236	+ 2
2. Awbrey Park	576	570	+ 6	572	601	- 29
3. Bailey Hill	289	303	- 14	281	342	- 61
4. Coburg	185	184	+ 1	187	182	+ 5
5. Condon	168	209	- 41	227	234	- 7
6. Crest Drive	234	235	- 1	218	231	- 13
7. Dunn	234	215	+ 19	208	225	- 17
8. Edgewood	349	359	- 10	322	401	- 79
9. Edison	230	165	+ 65	152	146	+ 6
10. Fox Hollow	213	196	+ 17	197	196	+ 1
11. Gilham	315	329	- 14	338	312	+ 26
12. Harris	237	204	+ 33	200	205	- 5
13. Howard	500	500	0	464	447	+ 17
14. Laurel Hill	155	124	+ 31	119	114	+ 5
15. Lincoln	180	156	+ 24	169	164	+ 5
16. McCornack	302	339	- 37	323	341	- 18
17. Magladry	127	130	- 3	118	137	- 19
18. Meadow Lark	468	426	+ 42	374	370	+ 4
19. Parker	254	251	+ 3	257	248	+ 9
20. Patterson	255	219	+ 36	223	232	- 9
21. River Road	436	386	+ 50	356	411	- 55
22. Santa Clara	415	397	+ 18	370	399	- 29
23. Silver Lea	448	420	+ 28	404	382	+ 22
24. Spring Creek	480	470	+ 10	464	472	- 8
25. Twin Oaks	240	232	+ 8	220	223	- 3
26. Washington	364	401	- 37	365	403	- 38
27. Westmoreland	364	363	+ 1	375	395	- 20
28. Whiteaker	198	193	+ 5	207	178	+ 29
29. Willagillespie	288	277	+ 11	269	272	- 3
30. Willakenzie	310	291	+ 19	285	252	+ 33
31. Willard	337	339	- 2	300	294	+ 6
TOTALS	9,468	9,156	+312	8,802	9,045	-243
ABSOLUTE DIFFERENCES			±630			±583
MEAN AVERAGE			$\bar{x}$ = 19.71			$\bar{x}$ = 18.81
NUMBER OF CASES			N = 31			N = 31

* excludes both kindergarten and special education students

Table 18
(continued)

Junior High Schools	Projected Enrollment for 1974-75	Actual Enrollment for 1974-75	Difference Between Projected and Actual Enrollment	Projected Enrollment for 1975-76	Actual Enrollment for 1975-76	Difference Between Projected and Actual Enrollment
1. Jefferson	722	677	+ 45	641	637	+ 4
2. Kelly	800	784	+ 16	759	733	+ 26
3. Kennedy	596	649	- 53	607	619	- 12
4. Madison	817	833	- 16	793	742	+ 51
5. Monroe	524	549	- 25	510	520	- 10
6. Roosevelt	740	786	- 46	790	797	- 7
7. Spencer Butte	678	644	+ 34	592	598	- 6
8. Cal Young	723	703	+ 20	682	648	+ 34
TOTAL	5,600	5,625	- 25	5,374	5,294	+ 80
ABSOLUTE DIFFERENCES			± 255			± 150
MEAN AVERAGE			$\bar{x}$ = 31.88			$\bar{x}$ = 18.75
NUMBER OF CASES			N = 8			N = 8
Senior High Schools						
1. Churchill	1,093	1,122	- 29	1,137	1,160	- 23
2. North Eugene	1,248	1,239	+ 9	1,317	1,253	+ 64
3. Sheldon	1,145	1,080	+ 65	1,071	1,047	+ 24
5. South Eugene	1,402	1,289	+113	1,302	1,288	+ 14
TOTAL	4,888	4,730	+158	4,827	4,748	+ 79
ABSOLUTE DIFFERENCES			± 216			± 125
MEAN AVERAGE			$\bar{x}$ = 54.0			$\bar{x}$ = 31.25
NUMBER OF CASES			N = 4			N = 4
ALL SCHOOLS						
TOTAL	19,956	19,511	+445	19,003	19,087	- 84
ABSOLUTE DIFFERENCES			± 1,101			± 858
MEAN AVERAGE			$\bar{x}$ = 25.60			$\bar{x}$ = 19.95
NUMBER OF CASES			N = 43			N = 43

Based on the data in Table 18, the following general points can be demonstrated:

--If a 3% staff adjustment policy had been in effect in 1974-75, 18 schools would have lost assigned staff after the start of the school year because their actual enrollments fell short of 97% of their projected enrollments.

--If the 3% staff adjustment policy had been in effect in 1975-76, nine schools could have lost staff after the start of the school year because their actual enrollments fell short of 97% of their projected enrollments.

--In 1974-75, projected enrollments were divergent from actual enrollments by an average of 25.60 students per school which, under the 18.4 staffing policy, would require an average adjustment of 1.39 FTE instructional staff per school. For a reserve pool to be large enough to make most required adjustments without cutting the assigned staff at schools, the pool would have required approximately 60 teachers, roughly 5.4% of the total budgeted instructional staff in 1974-75.

--In 1975-76, projected enrollments were divergent from actual enrollments by an average of 19.95 students per school. Under the 18.4 staffing policy, this would have required an average adjustment of 1.08 instructional staff members per school. For a reserve pool to be large enough to make most required adjustments without cutting assigned staff, the pool would have required approximately 47 teachers, or roughly 4.3% of the total budgeted instructional staff in 1975-76.

Based on these considerations, the Evaluation Department recommends that if the present staff adjustment system is maintained with the current amount of error in enrollment projections by school, then the amount of staff held in reserve should be expanded to 5% of total budgeted staff. A 5% reserve pool would minimize the amount of assigned staff cut after the start of the school year.

Staff Assignments Earlier than September 30

The possibility of making all final staff adjustments earlier than the end of September should be examined. Accuracy is not significantly improved by waiting until September 30. Table 18 compares enrollment totals by school on September 19, 30, and October 31 in 1975. The differences between October 31 enrollments and those on September 19 and 30 are also noted.

If the October 31 enrollment figures are interpreted as the most stable and accurate due to their occurrence eight weeks after the start of the school year and if the enrollment reports on September 19 and 30 are used, respectively, as predictors of the October enrollment, then the table shows little difference in the predictive power of the two September dates.

The September 19 column is 269 students over or under the October 31 totals by school. The September 30 column is 206 students over or under the October 31 totals. The September 19 enrollment totals are off by an average of 6.26 students for all schools and the September 30 enrollment totals are off by an average of 4.79 students. The difference between these two averages is 1.47 students. Under the 18.4 student/staff ratio, waiting from September 19 to September 30 to make staff adjustments improves the staff allocations by an average of .08 instructional staff per school.

An analysis of 1974-75 comparing September 13 to September 30 showed an improvement difference of .10 instructional staff per school.

Based on data in 1975-76, it would appear that final staff adjustments could be made immediately after the second Friday of the new school year without much more accuracy being gained by waiting an additional two weeks.

Table 19

Enrollment Totals in 1975-76 on September 19, September 30, and October 31 and Differences Between October 31 and September 19, and October 31 and September 30

	Enrollment Totals from Classification Reports, 1975-76 *			Differences Between	
Elementary Schools	September 19	September 30	October 31	October 31 and September 19	October 31 and September 30
1. Adams	231	236	243	+ 12	+ 7
2. Awbrey Park	604	601	594	- 10	- 7
3. Bailey Hill	343	342	352	+ 9	+ 10
4. Coburg	181	182	180	- 1	- 2
5. Condon	136	134	133	- 3	- 1
6. Crest Drive	234	231	227	- 7	- 4
7. Dunn	239	240	239	0	- 1
8. Edgewood	404	401	411	+ 7	+ 10
9. Edison-Eastside	296	297	295	- 1	- 2
10. Fox Hollow	195	196	190	- 5	- 6
11. Gilham	315	312	309	- 6	- 3
12. Harris	209	211	213	+ 4	+ 2
13. Howard	439	447	447	+ 8	0
14. Laurel Hill	115	114	113	- 2	- 1
15. Lincoln	176	168	163	- 13	- 5
16. McCornack	136	137	137	+ 1	0
17. Magladry	352	341	343	- 9	+ 2
18. Meadow Lark	366	370	373	+ 7	+ 3
19. Parker	253	254	263	+ 10	+ 9
20. Patterson	231	239	233	+ 2	- 6
21. River Road	404	411	417	+ 13	+ 6
22. Santa Clara	398	399	401	+ 3	+ 2
23. Silver Lea	381	382	382	+ 1	0
24. Spring Creek	472	472	472	0	0
25. Twin Oaks	221	223	223	+ 2	0
26. Washington	403	403	403	0	0
27. Westmoreland	399	395	403	+ 4	+ 8
28. Whiteaker	179	178	177	- 2	- 1
29. Willagillespie	271	272	275	+ 4	+ 3
30. Willakenzie	260	260	264	+ 4	+ 4
31. Willard	300	300	301	+ 1	+ 1
TOTALS	9,143	9,148	9,176		
ABSOLUTE DIFFERENCES (all differences)				± 154	± 106
MEAN AVERAGE				4.97	3.42
NUMBER OF CASES				N = 31	N = 31

* excludes kindergarten and Magnet Arts

Table 19
(continued)

	Enrollment Totals from Classification Reports, 1975-76			Differences Between	
Junior High Schools	September 19	September 30	October 31	October 31 and September 19	October 31 and September 30
1. Jefferson	641	637	636	- 5	- 1
2. Kelly	728	733	737	+ 9	+ 4
3. Kennedy	602	619	626	+ 17	+ 7
4. Madison	745	742	736	- 9	- 6
5. Monroe	522	520	525	+ 3	+ 5
6. Roosevelt	833	837	831	- 2	- 6
7. Spencer Butte	602	598	590	- 12	- 8
8. Cal Young	645	648	639	- 6	- 9
TOTALS	5,318	5,334	5,320		
ABSOLUTE DIFFERENCES (all differences)				± 63	± 46
MEAN AVERAGE				7.88	5.75
NUMBER OF CASES				N = 8	N = 8
Senior High Schools					
1. Churchill	1,157	1,160	1,163	+ 6	+ 3
2. North Eugene	1,253	1,254	1,225	- 28	- 29
3. Sheldon	1,085	1,086	1,073	- 12	- 13
4. South Eugene	1,285	1,288	1,279	- 6	- 9
TOTALS	4,780	4,788	4,740		
ABSOLUTE DIFFERENCES (all differences)				± 52	± 54
MEAN AVERAGE				13.00	13.50
NUMBER OF CASES				N = 4	N = 4
ALL SCHOOLS					
TOTAL	19,241	19,270	19,236		
ABSOLUTE DIFFERENCES (all differences)				± 269	± 206
MEAN AVERAGE				6.26	4.79
NUMBER OF CASES				N = 43	N = 43

Adjustments in the Formulas Used to Allocate Staff

Background

The Ratio Staffing Policy currently allocates regular instructional staff and regular clerical staff based on enrollment totals by school. Instructional staff is allocated based on one staff member per 18.4 regularly enrolled students. Clerical staff is allocated on the basis of one staff member per 115.1 regularly enrolled students. The only exceptions to these rules currently allowed are:

1. The four largest elementary schools receive .50 instructional FTE each in addition to their total instructional staff based on the 18.4 ratio.
2. Kindergarten students are included in staff allocations for instructional and clerical, but they are computed on a full-time-equivalency basis instead of enrollment, i.e., they are counted as .50 FTE.
3. Special education students are included in the enrollment totals for computing regular clerical support but not for regular instructional staff.
4. Staff allocations at Action High are computed by counting students who are enrolled at Action High only, and by counting students who are enrolled at Action and another high school on a full-time-equivalency basis. Student totals at Action are therefore a combination of enrollment and student FTE. The four main high schools count students who are enrolled at Action and at their school as part of their enrollment. Such students are not computed on an FTE basis at the four main high schools.

Problems

Ten schools commented that the above guidelines for computing instructional and clerical staff did not maximize equity. Jefferson, Kelly, Kennedy, Madison, Monroe, Spencer Butte, Cal Young, Harris, Coburg, and Westmoreland mentioned problems or made the following suggestions for improvements:

1. Contact-Time. A fairer staffing formula would base the distribution of staff on student-teacher contact-time and not enrollment figures. Junior high staff carry an extra-work load relative to senior high staff because a junior high staff member currently spends one period more a day supervising or teaching students than does a senior high staff member.

2. Part-time students. Allocating staff members on the basis of enrollment acts to over-allocate staff members to schools which have part-time students. (Basing allocations on student full-time equivalency would control for this.)

3. Student Attrition Rates. Allocating staff on the basis of enrolled students in the fall favors schools which progressively lose students during the course of the year because of early graduations and students who drop out.

4. Different Staff support by level. There should be a staffing inequity between levels, but it should be reversed from what it was before. Elementary schools should have more staff per student to assure that students learn basic skills. Another school argued that junior highs should have more staff per student in recognition of the age-specific problems of junior high students.

5. Special Education Students. Special education students are increasingly integrated into part of the regular school program and thereby utilize some regular staff time, specifically in auxiliary specialties such as physical education, music, library, and counseling. The 18.4 ratio should be computed, in part at least, on a figure which takes into account these students.

6. Kindergarten Students. Kindergarten students place the same demands on auxiliary specialists and clerical personnel as full time students do. For auxiliary specialists and clerical allocations, kindergarten students should be counted as 1.00 FTE and not .50 FTE.

Kindergarten and Special Education Students

The Evaluation Department believes that the above suggestions regarding kindergarten students and special education students would be a definite improvement to current staffing procedures. The same work for clerical staff is generated whether a student is full-time or part-time. Therefore, the Evaluation Department recommends that each kindergarten student be counted as a full-time regularly enrolled student (1.00 student FTE) for computations to determine the amount of clerical staff support.

Secondly, we concur that a kindergarten student, though attending school for one half day, organizationally places the same time demands on auxiliary specialists as does a student who attends full-day. Auxiliary specialists currently comprise approximately 20% of all regular instructional staff; regular classroom teachers comprise the remaining 80%. A kindergarten student's .50 FTE can, therefore, be conceptualized as distributed by .40 student FTE to the classroom staff and .10 student FTE to the auxiliary staff. The Evaluation Department recommends that the amount of kindergarten student FTE distributed to auxiliary specialists be doubled to .20 FTE with the other student FTE distributed to classroom staff remaining the same. In short, the Evaluation Department recommends that a kindergarten student be counted as .60 FTE in computations to determine the amount of regular instructional staff.

Third, programs for special education students, particularly mentally retarded , are increasingly emphasizing a process called "normalization" or "mainstreaming." The process de-emphasizes the historical segregation of special education students and promotes their integration into normal work and play situations. Such a transition is intended to help special education students develop survival skills so ultimately they can live in non-institutional settings. In school programs, normalization means integrating regular students and special education students in the same classroom. Based on the interviews, normalization has primarily affected the auxiliary specialists among regular instructional staff. Because auxiliary specialists make up approximately 20% of the total instructional staff, the Evaluation Department recommends that each special education student be counted as .20 student FTE in the enrollment totals used for computing regular instructional staff allotments. In the future, expansion of the normalization process should be monitored, and the amount of special education FTE increased for calculations of regular instructional staff where needs indicate.

Given a hypothetical school with 400 regularly enrolled students in grades 1 through 6, 50 kindergarten students, and 40 special education students, the amount of regular instructional staff allocated to the school would be found by dividing 18.4 into 400 + (.60 x 50) + (.20 x 40). In this particular example the amount of staff allocated would be 438/18.4 or 23.82 FTE regular instructional staff. Regular clerical staff at the same school would be based on dividing 115.1 into 400 + 50 + 40 or 490/115.1 or 4.26 FTE regular clerical staff. To summarize these changes, then, the Evaluation Department recommends kindergarten students be counted as .60 FTE and special education students as .20 FTE in computations used to determine regular instructional staff, and that kindergarten students be counted as 1.00 FTE in computations to determine regular clerical staff.

Suggestions about student-teacher contact-time, using student FTE totals to allocate staff, and recognizing varying student attrition rates were generally reported from junior high schools. Based on the interviews with junior high administrators, a large number of junior high staff members were reported as feeling they carry a heavier work-load per student than do staff members at the senior high schools.

Schools reported that: a) junior high staff are required to spend more time during the course of the day teaching or supervising students, and that because high schools have b) more part-time students and c) a greater student attrition rate during the course of the school year, the junior high staff continue to have higher student/staff ratio. In short, junior highs do not feel that staffing equity has been established.

The general issue of contact time, student FTE and attrition rates as they affect staff work loads should be examined in order to respond to the complaints from junior high staffs. The number of part-time and full-time students by school and level is currently unknown. The reporting of data on student full-time equivalency totals would require the establishment of procedural rules that unambiguously define the amount of time students must be in school or in class to be considered 1.00 FTE and .50 FTE. At high schools, the rules would have to clearly handle such complexities as students who take class over-loads, the varying number of school periods at different high schools, the consequences of an open campus, etc.

The topic of varying rates of student-teacher contact time and student attrition rates has previously been studied using a sample of schools (see "Class Size and Teacher-Pupil Contact Time, February 24, 1975, prepared by Charles E. Stephens, Research, Development and Evaluation). Whether staff allocations should be adjusted to reflect average student attrition rates and whether student-teacher contact time is an adequate indicator of teaching responsibilities are policy decisions.

The Evaluation Department makes no recommendations on student-teacher contact time and attrition rates since these topics were not studied as part of this report.

Small Elementary Schools and Complete Educational Programs

Background

As previously discussed, the old staffing procedures allocated to each elementary school a number of staff without regard to the enrollment size of the school. For some staff members, each school was the unit of allocation. Each elementary school received 1.00 FTE administrative support, .25 FTE in instrumental music, .50 FTE in physical education, and .50 FTE in art/music. In addition, each elementary school was allocated a full range of other auxiliary specialists--counselors, reading specialist and librarians. While the amount of FTE allocated in these latter specialty areas was somewhat tied to enrollment considerations, enough staff FTE was allocated in each area so as to be practical--a procedure which again favored the smaller elementary schools in terms of student/staff ratios. Under the new Ratio Staffing Policy, however, each was allocated one instructional staff member for every 18.4 students. How the staff allocation was to be used, whether for classroom teachers or auxiliary specialists, was left to the discretion of each school.

Problems

A total of eleven schools--Fox Hollow, Edison, Laurel Hill, Parker, Willard, Crest Drive, Harris, Howard, Lincoln, Twin Oaks, and Churchill--reported that the Ratio Policy prevented smaller enrollment schools from offering a full program or that the policy could be improved by establishing a minimum educational program which would enable each school to staff all the main auxiliary specialty areas. Auxiliary specialists are to be either exempted from the Ratio Staffing Policy or deviations from a strict 18.4 student/staff ratio are to be allowed so small schools can offer a full education program.

Staffing at Small Schools

In examining the issue of full programs at the small elementary schools, the following discussion is divided into two parts: 1) a general analysis of the problem, and 2) a specific examination of the programs at the six smallest enrollment elementary schools in 1975-76.

Under the Ratio Staffing Policy the smaller elementary schools should have the same number of students per staff that the other schools have. With the exception of the four largest elementary schools which receive an additional .50 FTE for curriculum guidance, the Ratio Policy calls for equal student/staff ratios at all schools. The difficulty, therefore, at the small elementary schools, is not caused by having fewer staff resources per pupil. The difficulty arises in the organization of staff, specifically in attempts to staff all the specialty areas while maintaining adequate staff for regular classrooms. For the six primary specialty areas (counseling, reading, physical education, library, art/music, and instrumental music), the amount of staff FTE which can be assigned to these areas progressively decreases as enrollment declines. Schools with enrollments below 237 cannot staff each auxiliary specialty area with at least .50 FTE without pushing the size of regular classrooms above 24 students per teacher, the approximate average elementary school class size in 1975-76. Table 20 highlights this relationship. It shows how much staff FTE is available for specialists when classroom size is held steady at 24 students per teacher and enrollment goes from 110 to 220 students.

Row (a) of Table 20 shows how many staff would be assigned to a school as the school's enrollment increases. Row (b) shows how many classroom teachers would be necessary in order to keep the number of children assigned to each classroom teacher at the average size of 24 students. Row (c) is found by subtracting row (b) from row (a) and shows how much staff time remains for the staffing of auxiliary areas. Row (d) is found by dividing each entry in row (c) by six and shows the average amount of staff time that each of six auxiliary areas can be allocated.

Table 20 shows that if schools maintain 24 students per regular classroom teacher, at an enrollment of 120 students, a school will have 1.52 FTE available for specialty areas; at an enrollment of 150, a school will have 1.90 FTE available; and at 200 students, a school will have 2.54 FTE available for specialists. If a school attempts to staff six specialty areas, the table demonstrates that as enrollments decline, the average per specialty areas declines until at an enrollment of 110, only .23 FTE is available for each specialty area.

Table 20

Amount of Staff Available for Auxiliary Specialists as Enrollment Ranges from 110 to 220 While Maintaining a 24/1 Student-Teacher Ratio in Regular Classrooms

Staff Use	Enrollment Totals											
	110	120	130	140	150	160	170	180	190	200	210	220
(a) Total Amount of Regular Instructional Staff Allotted Under 18.4 Ratio Staffing Policy	5.98	6.52	7.07	7.61	8.15	8.70	9.24	9.78	10.33	10.87	11.41	11.96
(b) Total Amount of Classroom Teachers Required for School to Maintain a 24/1 Teacher/Student Ratio in Regular Classrooms	4.58	5.00	5.42	5.83	6.25	6.67	7.08	7.50	7.91	8.33	8.75	9.17
(c) Total Amount of Allotted Staff Remaining for Auxiliary Specialty Areas	1.40	1.52	1.65	1.78	1.90	2.03	2.16	2.28	2.42	2.54	2.66	2.79
(d) Resulting Average Amount of Staff for Six Auxiliary Specialty Areas	.23	.25	.28	.30	.32	.34	.36	.38	.40	.42	.44	.47

Two general problems are connected with small amounts of specialist FTE. First, most specialists have competencies in only one specialty area. A .23 FTE allocation to each specialty area therefore means that six specialists must spend roughly two hours a day at four schools if they are employed full time, or approximately 1.25 days a week at four different buildings (or some other combination of split time). This involes considerable inefficiency due to excessive travel and preparation time. Second, continuity of programs at each school is hampered by spreading specialists among too many schools. The importance of this factor varies by specialty area. The utility of having a librarian for one day a week, for example, is questionable. The same is the case for a reading specialist.

The inefficiency and lack of continuity resulting from small FTE allocations to specialty areas, as well as administrative difficulties in scheduling, create pressures for the small elementary schools to not staff some areas so that larger amounts of FTE can be allocated to the remaining specialties. Under these conditions, the smaller elementary schools are interpreted as not being able to offer a full educational program, and the Ratio Policy is seen, by a number of schools, as responsible.

What has actually happened to the programs of the small elementary schools? To answer this question, the six smallest enrollment schools in 1975-76 were examined. Table 21 presents the enrollments, student/regular classroom staff ratios, the student/auxiliary staff ratios, and the student/total regular instructional staff ratios (both classroom and auxiliary specialists) in 1975-76 at the six smallest elementary schools.

Recalling that the principals at the four smallest schools were to engage in instructional activities, the following reclassifications of their time by teaching area have been made: Coburg, .50 FTE administrative time to the classroom staff; Magladry, .50 FTE administrative time to counseling; Lincoln, .50 FTE administrative time to the classroom staff, and Laurel Hill, .50 administrative time to counseling.

Table 21 underscores a point made earlier in discussing staffing changes at the elementary schools; namely, the smaller elementary schools were over-staffed in 1975-76. Remembering that the average student/classroom staff ratio for all elementary schools was 24.06 in 1975-76,

Table 21

Enrollment, Student/Classroom Staff Ratio, Student/Auxiliary Specialist Ratio, Student/Total Regular Staff Ratio in 1975-76 at the Six Lowest Enrollment Elementary Schools.

School	Enrollment	Student/ Classroom Teacher Ratio	Student/ Auxiliary Specialist Ratio	Student/ Regular Instructional Staff Ratio (All Staff)
1. Laurel Hill	121.50	22.09/1	69.43/1	16.76/1
2. Magladry	137.00	22.83/1	78.29/1	17.68/1
3. Lincoln	180.50	21.24/1	103.14/1	17.61/1
4. Coburg	194.50	23.15/1	81.04/1	18.01/1
5. Whiteaker	197.50	21.94/1	87.78/1	17.56/1
6. Fox Hollow	208.00	24.47/1	75.64/1	18.49/1
TOTAL	1,039			
MEAN AVERAGE	173.17	22.62/1	82.55/1	17.69/1
NUMBER OF CASES	6			

the table shows that the six smallest elementary schools had a better ratio--22.62 students per classroom teacher. The average student/auxiliary specialist ratio for all elementary schools in 1975-76 was 77.83 students per specialist. The table show that the six smallest schools had a slightly higher ratio of 32.55 students per specialist. Overall, the six smallest schools had an average ratio of 17.69 students per staff member while, on the average, all elementary schools had more students per staff member, 18.29. Based on data in Table 5, "Over and Under Allocations of Instructional Staff by School in 1975-76," the six schools were over-staffed by a total of 2.09 FTE instructional staff.

In addition to being over-staffed, four of the schools received non-district funded Regular Instructional Staff. Three of the four schools--Laurel Hill, Lincoln, and Whiteaker--are Title 1 schools, and the fourth, Magladry, had a .50 FTE reading specialist under a Title X program and a .50 FTE librarian under the Comprehensive Employment Training Act. Table 22 shows the effects of the extra staff on the auxiliary programs at the six schools. Non-district funded staff are underlined.

Table 22: Amount of Auxiliary Specialists Funded by District and Non-District Sources in 1975-76 at the Six Lowest Enrollment Schools (FTE from Non-District sources underlined).

School	Counselor	Reading Specialist	Librarian	Physical Education	Art/ Music	Instrumental Music
1. Laurel Hill	.50	1.0	.50 .50	.50	0	.25
2. Magladry	.50	.50	.50	.50	.50	.25
3. Lincoln	.50 .50	1.00	.50 .50	.50	0	.25
4. Coburg	.50	.50	.50	.50	0	.25
5. Whiteaker	.50 .50	.40	.50	1.00	0	.25
6. Fox Hollow	.50	.50	0	.70	.50	.25
Total	4.00	3.90	3.50	3.70	1.00	1.50
Average	.66	.65	.58	.62	.17	.25

In addition to these staff, Whiteaker used 2.00 FTE Title 1 staff for extreme-learning-problem students; Laurel Hill used a .50 FTE Title 1 staff for a math specialist; Fox Hollow reallocated .30 FTE for classified support; and Coburg reallocated .15 FTE. The six smaller schools receive approximately eight state and federally funded staff members. This represents approximately 44% of all state and federally funded staff members working in the district.

The addition of non-district funded staff to the specialty areas has not been done to replace normal amounts of district-funded staff in these areas. The six small elementary schools had about the same amount of district-funded auxiliary staff per student as all elementary schools did in 1975-76. As shown earlier in Table 21, the average number of students per district-funded auxiliary specialist for the six schools was 82.55; the average amount of all elementary schools was 77.83 students. The use of non-district funded staff, however, has enabled the six schools to maintain staffing flexibility. The non-district funded specialists have (1) prevented extremely small allocations from being made in specialty areas, and (2) prevented some areas from not being staffed. As a result, the range of specialty offerings at the six smallest schools compares favorably with the range of offerings at many larger enrollment schools. Table 11 demonstrates these similarities. The absence of specialty time in art/music at several of the six small schools and the absence of a librarian at Fox Hollow reflects internal staffing decisions at each school and was not compelled by the lack of staff available for specialty areas. The schools could have staffed these areas by decreasing the amounts of FTE over .50 allocated to other specialty areas. Each area, with the exception of art/music at Coburg, could have been staffed without decreasing the number of regular classroom staff members.

Based on this data, the Evaluation Department concludes that statements claiming that small elementary schools cannot offer a full program are presently premature. Due to over-staffing in 1975-76, these schools had lower than average student/teacher ratios. Due to the use of state and federally funded staff members, the schools were able to maintain staffing flexibility and offer a program comparable in range to larger elementary schools.

Should the schools, however, not receive non-district funded staff, nor be over-staffed, the Evaluation Department recommends that their resulting staff organization difficulties be examined. The examination would cover:

--For a school to offer a full educational program, must all specialty areas be staffed? What are the additional competencies that a specialist brings to a school that the regular classroom staff members cannot provide? Is it possible, for example, to have competent instruction in library skills without a librarian?

--Can the qualifications of staff members assigned to the smaller schools be broadened so that each staff member brings a number of competencies to the school, i.e., a classroom teacher who has additional competencies in art or counseling, a single specialist who has competencies in reading, counseling, and library skills?

--How do the transfer policies of the district affect the ability of smaller schools to hire the kinds of teachers they need?

--Because principals at the smallest elementary schools assume instructional duties, can principals be assigned who have competencies in specialty areas?

--Because the smaller elementary schools have similar staff organization difficulties, could special staffing arrangements be worked out between them involving time-sharing of staff members or students?

These are questions that need to be answered, should the Superintendent's staff or other decision-making groups examine organizational difficulties within small schools. Given an 18.4/1 student-to-staff member ratio and 24/1 student-to-classroom teacher ratio, then elementary schools with less than 237 students will have difficulty staffing the six major auxiliary areas with more than .5 specialist per area.

Appendix A

DATA SOURCES

Appendix A begins with a list of the data elements used in the tables of the report and the source(s) each data element was taken from. This list is followed by a bibliography of the 44 sources. After the bibliography comes the descriptions of the data elements. These descriptions are presented to help readers understand the data used in the report. The description identifies the source document(s) that the element comes from, the tables where the data element is used, how to interpret the data, how the data were computed and the description ends by discussing the reliability of the source documents.

List of Table Headings and Data Sources

1. Enrollment at the elementary schools, junior highs, and senior highs for 1974-75.

   Source: "Consolidated Classification Report, September 30, 1974," Superintendent's Office.

2. Enrollment at the elementary schools, junior highs. and senior highs for 1975-76.

   Sources: "Consolidated Classification Report, September 30, 1975," Superintendent's Office.

   "Staffing Worksheet, October 14, 1975," prepared by Herman Lawson, Superintendent's Office.

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   "Recommendations for 1974-75 Regional Placement of Full-time Elementary Reading Specialists and Building Time Allocation, May 8, 1974," prepared by Don Shutt, Language Arts Coordinator.

   "Summary of Staffing Allocations, 1974-75, January 9, 1975," prepared by Herman Lawson, Superintendent's Office.

   "Summary of Staffing Allocations, December 19, 1974," prepared by Herman Lawson, Superintendent's Office.

   "Staffing Decision, October 30, 1974," memo from Herman Lawson, Superintendent's Office, to Bill Williams, Director of Personnel.

4. Administrative Staff at the elementary schools, junior highs, and senior highs in 1974-75.

   Sources: "Suggestions for Staffing Secondary Schools, 1974-75, November 28, 1973 (Revised December, 1973)," prepared by Erwin Juilfs, Director of Education.

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"Staffing Recommendations, January 8, 1975," prepared by the District Staffing Committee.

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6. Projected Regular Instructional Staff, district funded, for 1975-76 at the elementary schools, junior highs, and senior highs if the Previous Staffing Policy were still in effect.

Sources: "Staffing Decision, October 30, 1974," memo from Herman Lawson, Superintendent's Office, to William I. Williams, Director of Personnel.

"Summary of Staffing Allocations, December 19, 1974," prepared by Herman Lawson, Superintendent's Office.

"Summary of Staffing, September 19, 1974," prepared by Herman Lawson, Administrative Assistant to the Superintendent.

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7. Projected Administrative Staff for 1975-76 at the elementary schools, junior highs, and senior highs if the Previous Staffing Policy were still in effect.

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8. Projected Regular Clerical Staff, district funded, for 1975-76 at the elementary schools, junior highs, and senior highs if the Previous Staffing Policy were still in effect.

Sources: "Staffing Report, January 31, 1975," prepared by District Staffing Committee and the Superintendent's Staff.

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9. Regular Instructional Staff at the elementary schools, junior highs, and senior highs for 1975-76 if the Ratio Staffing Policy had been fully implemented.

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10. Regular Clerical Staff at the elementary schools, junior highs, and senior highs for 1975-76 if the Ratio Staffing Policy had been fully implemented.

Sources: "Staffing Report, January 31, 1975," prepared by District Staffing Committee and the Superintendent's Staff.

11. Administrative Staff at the elementary schools, junior highs, and senior highs for 1975-76 if the Ratio Staffing Policy had been fully implemented.

Sources: "Staffing Report, January 31, 1975," prepared by District Staffing Committee and the Superintendent's Staff.

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16. Distribution of Regular Instructional Staff by teaching area at the elementary schools in 1974-75.

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"1975-76 Telephone Directory, October 1975," Assistant Superintendent for Business Services, pp. 1-32.

Description of Data Sources

1. Enrollment at the elementary schools, junior highs, and senior highs for 1974-75.

Tables in report referenced to: Tables 1, 2, 12, 13, 14, 15

Source: "Consolidated Classification Report, September 30, 1974," Superintendent's office.

Interpretation:

The enrollment data for the elementary schools should be interpreted as the number of regularly-enrolled students in grades K through 6 as of September 30, 1974. Special-education students are excluded and kindergarten students are computed on a .50 FTE basis.

The enrollment data for junior high schools should be interpreted as the number of regularly-enrolled students in grades 7 through 9 on September 30, 1974. Special education students are excluded.

The enrollment data for senior highs should be interpreted as the number of regularly-enrolled students in grades 10 through 12. Special education students are excluded.

Computations:

Elementary

Students listed as "unclassified" were interpreted as special education students and subtracted from the grand total and the individual school totals of the involved schools: Condon, Dunn, Harris, Lincoln, Parker, Patterson and River Road.

Students at Eastside were added to the school total at Edison. Kindergarten students were computed on a .5 FTE basis in recognition of their half-day attendance. Their total FTE was added to the individual school totals and the grand total for all elementary schools.

Junior High

The students listed as "unclassified" at Roosevelt Junior High were interpreted as special education students and subtracted from the individual total at Roosevelt and the grand total for all junior highs. Students at the Opportunity Center were not included in the total for all junior highs.

Senior High

The students listed in the Classification Report as "unclassified" at Sheldon Senior High were interpreted as special education students and deleted from the individual school total and the grand total for all high schools. Tenth-grade students at the Opportunity Center were also deleted.

Reliability of Data Sources

Consolidated Classification Reports are compiled and distributed by the Superintendent's office. The reports are compiled weekly during the first three or four weeks of the fall term and monthly for the remainder of the school year. Information is derived from reports submitted individually by the administration at each school.

The format of the reports was changed in winter of 1975-76 to provide more information. Methods and procedures should be designed to cross-check the accuracy and reliability of the information supplied by each school. The reliability of each school's self-report is currently unknown.

2. Enrollment at the elementary schools, junior highs, and senior highs for 1975-76.

Tables in report referenced to: Tables 3, 6, 7, 9, 10, 12, 13, 14, 15, 21.

Sources:

"Consolidated Classification Report, September 30, 1975," Superintendent's Office.

"Staffing Worksheet, October 14, 1975," prepared by Herman Lawson. Superintendent's Office.

"FTE, 1976, Action High School, October 1, 1975," memo to Bev Broaddus, Budget Secretary, Business Ofice, from Gil James, Project Coordinator, Action High School.

Interpretation

The numerical data presented under enrollment and by elementary school should be interpreted as the number of regularly-enrolled students in grades K through 6 as of September 30, 1975. Special education students are excluded and kindergarten students are computed on a .50 FTE basis.

The numerical data presented under enrollment and by junior high school should be interpreted as the number of regularly-enrolled students in grades 7 through 9 as of September 30, 1975. Special education students are excluded.

High school enrollments should be interpreted as the number of regularly-enrolled students attending each high school in the district on September 30, 1975. Students at Action High are included, but the totals at Action are based on student FTE for those students at the school who are doubly enrolled, e.g., they are enrolled at Action and at another high school. Special education students and students attending Opportunity Center are excluded.

Computations

Elementary

Students listed as "unclassified" were interpreted to be special education students.

Students at Eastside were added to the school total at Edison. Kindergarten students were each computed on a .5 FTE basis in recognition of their half-day attendance. Their total FTE was added to the individual school totals and the grand total for all elementary schools.

Junior High

The number of students listed as "unclassified" at Roosevelt Junior High was interpreted as special educaton students and subtracted from the individual total at Roosevelt and the grand total for all junior highs. Students at Opportunity Center were not included in the total for all junior highs.

Senior High

Thirty-nine students at Sheldon and one student at North Eugene listed under "unclassified" were interpreted as special education students and subtracted from the respective school totals. Twenty-eight students at the tenth-grade level were regarded as attending Opportunity Center and subtracted from the totals at Action High. The "FTE, 1976, Action High" memo was used as the basis for assigning 87.9 student FTE to Action High, rounded to 88.0.

Reliability of Data Sources

Consolidated Classification Reports are compiled and distributed by the Superintendent's Office. The reports are compiled weekly during the first three or four weeks of the fall term and monthly for the remainder of the school year. Information is derived from reports submitted individually by the administration at each school. Methods and procedures should be designed to cross-check the accuracy and reliability of the information supplied by each school. The reliability of each school's self-report is currently unknown.

3. Regular instructional staff, district-funded, at the elementary schools, junior highs, and senior highs in 1974-75

Tables in report referenced to: Tables 1, 2.

Sources:

"Summary of Staffing, September 19, 1974," prepared by Herman Lawson, Superintendent's Office.

"Recommendations for 1974-75 Regional Placement of Full-Time Elementary Reading Specialists and Building Time Allocation, May 8, 1974," prepared by Don Shutt, Language Arts Coordinator.

"Summary of Staffing Allocations, 1974-75, January 9, 1975," prepared by Herman Lawson, Superintendent's Office.

"Summary of Staffing Allocations, December 19, 1974," prepared by Herman Lawson, Superintendent's Office.

"Staffing Decision, October 30, 1974," memo from Herman Lawson, Superintendent's Office, to Bill Williams, Director of Personnel.

Interpretation

The numbers appearing under Regular Instructional Staff by elementary school for 1974-75 should be interpreted as the amount of teaching FTE that each school had as of December 1, 1974 which were funded through district monies. It is a count of positions, not people. Teaching FTE includes the following types of teachers: classroom, counselor, reading specialists, instrumental music, instructional material center, resource, art, physical education, kindergarten, and math laboratory. Special education teachers for the emotionally, mentally, or physically handicapped are excluded, as well as all teachers not paid by district funds.

The numbers appearing under instructional staff by junior high for 1974-75 should be interpreted as the amount of teaching FTE at each school on December 1, 1974. Teaching FTE includes the following types of teachers: classroom, foreign language, reading specialists, counselors, instrumental musicians, instructional materials specialists, art, physical education, etc. Special education teachers for the emotionally, physically or mentally handicapped are excluded, as well as all instructional staff not paid for by the district.

Data on regular instructional staff by high school should be interpreted as the amount of teaching FTE each high school had on December 1, 1975, which were paid by district money. Teaching FTE includes some of the following types of teachers: department chairmen, advanced placement, vocational education, foreign languages, reading specialists, driver education, counselors, classroom teachers, instrumental music, instructional materials center, program developers, librarians, art, physical education, etc. Special education teachers and staff not paid by district funds are excluded.

Computations

Elementary

"Summary of Staffing, September 19, 1974" served as the primary source of data. This report describes the allocation of staff by teaching area, FTE and school. The allocation of reading specialists and instrumental musicians was not included in the Summary. Mr. Shutt's memo of May 8 was used to determine the distribution of reading specialists and Mr. Lawson's second report on Janary 9 was used to determine the distribution of instrumental musicians. Mr. Lawson's January 9 report was used to allocate an additional .40 teaching FTE to Willagillespie, a decision made by the Superintendent's Staff on November 27, 1974.

Junior High

"Summary of Staffing, September 19, 1974" served as the primary source. The December 19, 1974 document was used to make two additions: (1) on October 23, 1974 an additional 1.0 classroom teacher was added to Madison, and (2) the district transferred a critically-ill junior high librarian to the Education Center and replaced him with another librarian.

Senior High

The September 19, December 19 and January 9 documents all concur with each other on the amount of instructional staff assigned to the high schools. On October 25, 1974, Action High School gained an additional .50 staffing FTE by action of the Superintendent's Staff.

Reliability of Data Sources

The reliability of the data is based on three assumptions: first, that the "Summary of Staffing" document is accurate. We were unable to check on the procedures used in the report; second, that the recommended allocations of staff as noted in the main sources were applied in practice; and third, that each elementary school had access to equal amounts of instrumental musicians--.25 FTE (the South Region had an additional .13 instrumental music allocation for Richard Long, but this allocation has not been assigned to a specific school or to the total for all elementary schools).

Whether formal allocations were made in practice is an open question. The following table compares amounts of budgeted staff in 1974-75 (source: Employee Budget Listing, January 4, 1974, Personnel Office) to the amount of staff each school was formally allocated. The data used in this staffing evaluation is the best reconciliation the Evaluation Department could make, given discrepancies in the 1974-75 sources.

	Employee Budget Listing (January 4, 1974)	Official Allocation (Sept. 19, 1974 document)	Difference
Action	3.0 FTE	3.50	- .50
Churchill	65.37 FTE	65.00	+ .37
North Eugene	72.20 FTE	71.00	+1.20
Sheldon	64.50 FTE	64.30	+ .20
South Eugene	76.49 FTE	75.00	+1.49
	281.56 FTE	278.80	+2.76

4. Administrative staff at the elementary schools, junior highs, and senior highs in 1974-75.

Table in report referenced to: Table 1.

Sources:

"Suggestions for Staffing Secondary Schools, 1974-75, November 28, 1973 (Revised December, 1973)," prepared by Erwin Juilfs, Director of Education.

"Employee Budget Listing, January 4, 1974," Oregon Total Information Service printout from Master Personnel File 3850, pp. 5-9, 12, 15, and 16.

"Staffing Recommendations, January 8, 1975," prepared by the District Staffing Committee,

"Staffing Proposal for Junior High Schools, 1974-75, May 8, 1974," prepared by Erwin Juilfs, Director of Education.

Interpretation

The number of administrators listed by school should be interpreted as the number of principals and vice/assistant principals who served each school, computed on a full-time equivalency basis and paid by district funds as of December 1, 1974.

Computations

Elementary

Bugeted FTE and budget location center listed in the Employee Budget Listing were used to determine the amount of work time spent at each school and the name of the school where the employee worked.

Junior High and Senior High

Data taken directly from sources.

Reliability of Data Sources

Reliability is considered excellent due to cross-verification from different sources. Methods used by the sources, however, are unknown.

5. Regular clerical staff, district-funded, at the elementary schools, junior highs, and senior highs in 1974-75.

Tables in report referenced to: Table 1.

Sources:

"Secretaries, Library Aides, and Teacher Aides, May 17, 1974," Prepared by Erwin Juilfs, Director of Education.

"Assignment of Secretaries, Aides, September 19, 1974," David E. Mortimore, memo to Herman Lawson, Administrative Assistant to the Superintendent.

"Staffing Decisions Made by Superintendent's Office, October 28, 1974," Herman Lawson, memo to William Williams, Director of Personnel.

"Summary of Staffing, September 19, 1974," prepared by Herman Lawson, Administrative Assistant to the Superintendent.

"Staffing Proposal for Junior High Schools, 1974-75, May 8, 1974," prepared by Erwin Juilfs, Director of Education.

"Senior High Staffing, December 28, 1973," memo to William I. Williams, Personnel Director, from Director of Education, Erwin Juilfs.

"Staffing Recommendations, January 8, 1975," prepared by the district Staffing Committee.

Interpretation

The number of clerical staff listed in this column by school should be interpreted as the number of secretaries, teacher aides, library aides, and math aides computed on a full-time equivalency basis who were assigned to each school as of December 1, 1974 and paid by district funds.

Computations

Elementary

The basic document used to determine clerical support at the elementary schools was "Secretaries, Library Aides, and Teacher Aides, May 17, 1974." "Summary of Staffing, September 1974" was used to determine that a .40 math aide was assigned to Willard and a .10 math aide to Dunn. "Assignment of Secretaries, Aides, September 19, 1974," "Staffing Decisions Made by Superintendent's Office, October 28, 1974" were used to determine adjustments that were made after the start of the 1974-75 school year: (1) Edison gained a .50 FTE teacher aide, and (2) a .25 FTE teacher aide went to Condon.

Junior High

Data taken directly from May 8, 1974 document by Erwin Juilfs.

Senior High

The January 8, 1975 "Staffing Recommendations" document was used as the primary data source of clerical support at the senior highs. The December 28 memo confirmed the total number of staff, but distributed them among the high schools in a slightly different manner. The Evaluation Department decided that the "Staffing Recommendations," being more recent, was the more accurate of the two sources.

Reliability of Data Sources

Questions of reliability focus on whether the allocated amounts of clerical FTE were in fact implemented. We have no evidence to suggest that allocations were not. Because schools would have been careful to acquire their share of clerical FTE and because Personnel had to make the allocations from a set total, it is probable that the allocated clerical FTE closely approximated the actual distribution.

6. Projected regular instructional staff, district-funded, for 1975-76 at the elementary schools, junior highs, and senior highs if the Previous Staffing Policy were still in effect.

Tables in report referenced to: Table 7.

Sources:

"Staffing Decision, October 30, 1974." Memo from Herman Lawson, Superintendent's Office, to William Williams, Director of Personnel.

"Summary of Staffing Allocations, December 19, 1974." Prepared by Herman Lawson, Superintendent's Office.

"Summary of Staffing, September 19, 1974." Prepared by Herman Lawson, Administrative Assistant to the Superintendent, Superintendent's Office.

"Recommendations for 1974-75 Regional Placement of Full-Time Elementary Reading Specialists and Building Time Allocation, May 8, 1974." Prepared by Don Shutt, Language Arts Coordinator.

"Summary of Staffing Allocations, 1974-75, January 9, 1975." Prepared by Herman Lawson, Administrative Assistant to the Superintendent, Superintendent's Office.

"Consolidated Classification Report, September 30, 1974" and "Consolidated Classification Report, September 30, 1975," Superintendent's Office.

Interpretation

The numbers appearing under projected instructional staff for 1975-76 should be interpreted as the amount of regular instructional staff FTE each school would have been assigned had the Previous Staffing Policy still been in effect.

Computations

Determining what the instructional staff would have been this year *if* the previous staffing guidelines were employed is based on a projected ratio method. The following computational steps are used:

a. The enrollment at a school for 1974-75 is determined;
b. The instructional staff at the school for 1974-75 is determined;
c. The student/instructional staff ratio for 1974-75 is computed by dividing (b) into (a) above;
d. Enrollment at the school for 1975-76 is determined;

e. The student/instructional staff ratio for 1974-75 (c) is then divided into the enrollment figure for 1975-76 to arrive at the projected staff total for 1975-76.

Reliability of Data Sources

Using the projected ratio method to determine hypothetical staffing in 1975-76 is not the same method that the old staffing guidelines specify. For examples of the old staffing guidelines, see the following documents: "Suggestions for Staffing Secondary Schools, 1974-75," prepared by Erwin Juilfs, Director of Education, November 28, 1973, revised December, 1973;" and "Revised Predictions of Elementary and Junior High School Enrollments for 1974-75 School Year, May 9, 1974." Tom Payzant, Superintendent of Schools, prepared by Erwin Juilfs, Director of Education, Superintendent's Office. But it does, we feel, produce a teaching FTE at each school for 1975-76 which is a close approximation to the amount of staff which would have been assigned by the previous staffing guidelines.

The previous staffing guidelines were not used because of their complexity, especially at the high school level. Staff were allocated based on varying student/teacher ratios used for different programs and different grade levels. Special allocations were made for head teachers, reading specialists, etc. We felt that any increase in precision gained by using the old guidelines would not justify the amount of time and energy required to work with them. In addition, and as previously stated, we felt that the projected ratio method produced a good approximation to the guidelines. Enrollment changes by school are not large. Therefore, projected staffing using the projected ratio method is essentially based on the staffing distribution that existed in 1974-75 when the old guidelines were employed in practice. The projected hypothetical staff for this year, then, is based on the old guidelines--the distribution being only slightly modified by changes in enrollment.

7. Projected administrative staff for 1975-76 at the elementary schools, junior highs, and senior highs if the Previous Staffing Policy were still in effect.

Tables in the report referenced to: Table 7.

Sources:

"Employee Budget Listing, January 4, 1974." Master Personnel File 3850, Oregon Total Information System (supplied by Personnel Office), pp. 5-9, 12, 15, 16.

"Staffing Recommendations, January 8, 1975." Prepared by the District Staffing Committee.

"Staffing Proposal for Junior High Schools, 1974-75, November 28, 1973 (Revised December, 1973)." Prepared by Erwin Juilfs, Director of Education.

"Summary of Staffing, September 19, 1974." Prepared by Herman Lawson, Superintendent's Office.

Interpretation

The number of projected administrative FTE by school should be interpreted as the number of principals and vice/assistant principals that would have served each school in 1975-76 if the previous staffing policy were still in effect. The number is computed on a full-time equivalency basis.

Computations

The Previous Staffing Policy would not have changed the distribution of administrative FTE in 1975-76. It is therefore the same as in 1974-75. Each high school had four administrators, each junior high had two administrators, and each elementary school one administrator. Sources for the projected administrative total in 1975-76 are the same as in 1974-75.

Reliability of Data Source

Reliability considered excellent due to cross-verification from other sources.

8. Projected regular clerical staff, district funded, for 1975-76 at the elementary schools, junior highs, and senior highs if the Previous Staffing Policy were still in effect.

Tables in the report referenced to: Table 7.

Sources:

"Staffing Report, January 31, 1975." Prepared by District Staffing Committee and the Superintendent's Staff.

"Consolidated Classification Report, September 30, 1975," Superintendent's Office.

"Secretaries, Library Aides, and Teacher Aides, May 17, 1974," prepared by Erwin Juilfs, Director of Education.

"Summary of Staffing, September 19, 1974," Prepared by Herman Lawson, Administrative Assistant to the Superintendent.

"Senior High Staffing, December 28, 1973," Prepared by Erwin Juilfs, Director of Education.

"Staffing Proposal for Junior High Schools, 1974-75, May 8, 1974," Prepared by Erwin Juilfs, Director of Education.

Interpretation

The number of projected clerical staff listed by school should be interpreted as the number of secretaries, teacher aides, library aides and math aides computed on a full-time equivalency basis that would have been assigned to each school in 1975-76 had the Previous Staffing Policy still been in effect. Only those clerical personnel paid for by district funds are included.

Computations

Elementary

The Previous Staffing Policy assigned one full-time secretary (1.00) to each of the elementary schools. In addition, based on projected enrollment figures computed prior to the start of the new school year, teacher and library aides were assigned on the basis of approximately one aide per 200 students, rounded to the nearest .25 FTE. In general, teacher and library aide support was not adjusted to reflect actual student enrollments after the start of the school year in the fall. Only two adjustments were made in the fall of the 1974-75 school year.

In order to compute what the projected clerical support would have been in 1975-76 if the old staffing policy had still been in effect, the following steps were used:

a. Each elementary school is assigned one full-time secretary;

b. Based on projected enrollment figures ("Staffing Report, page 8) and including special education students ("Consolidated Classification Report," September 30, 1975), the projected school enrollment totals are divided by 200 and rounded to the nearest .25 to determine the amount of teacher and library aide time each school would have been assigned.

c. In accordance with a policy decision made for 1974-75 (see "Summary of Staffing"), a .40 math aide is added to the total clerical support at Willard and a .10 math aide to the total at Edison.

d. The total clerical support FTE for each school is found by adding each school's FTE allocation calculated in the above three steps.

Junior Highs

The Previous Staffing Policy for assigning clerical support at the junior highs used a ratio of 125 students per 1.00 clerical FTE based on the projected enrollments. Fractions were rounded to the nearest .5 FTE. Once assignments were made, adjustments usually did not occur after the start of the school year. The Evaluation Department followed the same procedure. The formula was derived from the May 8, 1974 document and projected enrollment figures were derived from the January 31, 1975 "Staffing Report." The projected enrollment at Roosevelt included an additional 50 EMR students.

Senior Highs

The previous method for allocating clerical FTE to the high schools used the projected enrollments and assigned staff on the basis of 1.00 clerical FTE per 100 students, including special education students. Clerical staff was rounded to the nearest .50 FTE. The "Staffing Report, January 31, 1975" was used to determine the projected student enrollments at the senior highs for 1975-76.

Reliability of Data Sources

Both the projected enrollments and the formula for assigning clerical support are known and applied. Reliability is considered excellent.

9. Regular instructional staff at the elementary schools, junior highs, and senior highs for 1975-76 if the Ratio Staffing Policy had been fully implemented.

Tables in the report referenced to: Tables 5, 6.

Sources:

"Consolidated Classification Report, September 30, 1975," Superintendent's Office.

"Staffing Report, January 31, 1975," prepared by District Staffing Committee and the Superintendent's Staff.

Interpretations

Figures should be interpreted as the amount of regular instructional staff each school would have had in 1975-76 if the Ratio Policy of 18.40 students per instructional staff member had been completely implemented.

Computations

Elementary

The Ratio Staffing Policy allocated to each elementary school one instructional staff member for every 18.40 students, rounded to the nearest tenth. For 1975-76, spring allocations were based on one instructional staff member per 18.9 students to create a reserve pool of unassigned teachers from which to make staffing adjustments in the fall after actual enrollments stabilized. (For 1976-77, the reserve pool of teachers is based on 3% of projected enrollments.) The Ratio Policy also specified that (1) after each school's share of instructional staff based on the 18.4/1 ratio is calculated, the four smallest enrollment schools each lose .50 FTE in instructional staff to the four largest enrollment schools for purposes of providing curriculum leadership and administrative assistance to the larger schools, and (2) at the four smallest schools, principals were to assume instructional activities for .50 of their time to return the student/instructional staff ratio to 18.40 at each school. To calculate instructional staff totals at each elementary school if the policy had been implemented, the following steps were made:

a. Based on the September 30, 1975 Classification Report, 18.40 was divided into each school's enrollment;

b. From the resulting staff totals at Coburg, Laurel Hill, Lincoln and Magladry, the four smallest enrollment schools, .50 FTE was subtracted and added to the instructional staff totals at Awbrey Park, Howard, River Road and Spring Creek, the four largest schools;

c. At Coburg, Laurel Hill, Lincoln and Magladry, .50 FTE administrative time was transferred to the instructional staff totals.

Junior and Senior Highs

September 30, 1975 enrollment figures at the junior and senior highs were divided by 18.4 to arrive at their staffing allocation. Special education students at North, Sheldon and Roosevelt were not included.

Reliability of Data Sources

Reliability considered excellent; both the formula and enrollment figures on which to make computations are known and applied.

10. Regular clerical staff at the elementary schools, junior highs and senior highs for 1975-76 if the Ratio Staffing Policy had been fully implemented.

Sources:

"Staffing Report, January 31, 1975," prepared by District Staffing Committee and the Superintendent's Staff.

Interpretation

This should be interpreted as the amount of clerical staff FTE, including secretaries and all aides, each school would have had if the Ratio Staffing Policy were completely implemented for 1975-76.

Computations

These are data taken directly from the January 31, 1975 "Staffing Report." Clerical staff was assigned on the basis of 1.00 FTE clerical staff per 115.1 students, including special education students and rounding to the nearest tenth. For 1975-76, clerical staff was allocated based on projected enrollments without a pool maintained to make adjustments after actual enrollments are determined in the fall.

Reliability of Data Sources

All required information is known. Reliability of data sources is considered excellent. All required information is known.

11. Administrative staff at the elementary schools, junior highs, and senior highs for 1975-76 if the Ratio Staffing Policy had been fully implemented.

Tables in the report referenced to: Tables 5, 6.

Sources:

"Staffing Report, January 31, 1975," prepared by District Staffing Committee and the Superintendent's Staff.

Interpretation

This is the amount of administrative FTE each elementary school would have been assigned in 1975-76 if the new staffing formula were completely implemented.

Computations

Data taken directly from "Staffing Report." The distribution of administrative time assigned would not have changed due to enrollment changes with the exception of which elementary schools were the four smallest and the four largest in enrollment. The four smallest elementary schools were to split their administrative time into instructional responsibilities for .50 FTE and administrative responsibilities for .50 FTE. Administrative totals at Coburg, Laurel Hill, Lincoln and Magladry were affected.

Reliability of Data Sources

Data source reliability is considered excellent. All required information is known from original source.

12. Regular Instructional Staff, District-funded, and Administrative Staff, at the elementary schools, junior highs, and senior highs, 1975-76.

Tables in report referenced to: Tables 3, 9, 11, 12, 13, 14, 15, 16, 17

Sources:

"Master Personnel File 3850, tally by school, building, position description, name, term, LDPC, and BSPC (for certified employees)," Oregon Total Information System, March 22, 1976.

"Master Personnel File 3850, tally by building, building code, school, position code, position, name, term, BSPC, and LDPC (for certified employees)," Oregon Total Information System, March 19, 1976.

"Master Personnel File 3850, tally by school, name, BSPC and LDPC (for certified employees)," Oregon Total Information System, December 5, 1975.

"Employee Budget Listing, Eugene School District 4J, December 5, 1976," Personnel Office, (Oregon Total Information System printout), pp. 1-402.

"Master Personnel File 3850, tally by name, social security number, position code, position, building code, building (for certified employees)," Oregon Total Information System, March 1, 1976

"1975-76 Telephone Directory, October 1975," Assistant Superintendent for Business Services, pp. 1-32.

"Staffing Worksheets, October 14, 1975," Personnel Director, Personnel Division.

"Staffing Summary, September 8, 1975 (revised September 16, 1975)," Administrative Assistant to the Superintendent, Superintendent's Office.

"Re-allocated Funds, 1975-76," secretary-classified personnel, Personnel Office.

"Elementary Classification Report(s), April 30, 1976," Superintendent's Office. (31 documents individually submitted by each elementary school listing all classroom teachers by grade and number of students in grade level)

"Requested Staff Adjustments, Churchill Region, September 11, 1975." (author unstated)

"Sheldon Region Possible Staff Adjustments, September 11, 1975," Prepared by Evelyn Piper, Director of Education.

"Staffing--North Region, September 11, 1975," prepared by Roy Rutter, North Regional Director.

"Permanent Record Card File," certified personnel secretary, Personnel Office.

"Class Size, March 16, 1976," memorandum from Charles Stephens, Research Design Specialist, to Thomas W. Payzant, Superintendent.

"Staffing Report, January 31, 1975," prepared by District Staffing Committee and the Superintendent's Staff.

Interpretation

The data appearing under regular instructional staff by school for 1975-76 should be interpreted as the amount of instructional FTE each school had on March 15, 1976 which was funded through District monies. Data appearing under administrative staff for 1975-76 should be interpreted as the amount of principals, vice/assistant principals, and administrative interns by school on the same date.

Computations

The determination of instructional and administrative staff by school involved a progression of steps partially outlined below:

1. Based on all the Master Personnel File printouts and the Employee Budget Listing, a list of all certified staff budgeted to each school was compiled. Each staff member was identified by the following

characteristics: name, job title, total FTE in the District, total FTE at the school paid by district, total FTE at the school paid by other sources, and other schools at which employee worked.

2. All discrepancies between the different Master Personnel File printouts were identified by name and school. The names of the staff in question were referred to the Personnel Office where personnel records were checked, specifically the permanent record file maintained by the certified staff secretary. Directories were also used to cross-check the school location, as well as individual Classification Reports at the elementary level. In some instances, schools were called directly.
3. Based on the list of staff by school, total staff FTE was computed and cross-checked against other reports of staffing totals made for 1975-76. Except at the high school level, there was little agreement among the different sources.
4. Each elementary school and junior high were sent a list of staff, identified by the characteristics discussed above, to be verified. Revisions or corrections were asked for and received.
5. The corrections made by the schools were relayed to the Personnel Office for verification. Discrepancies between Personnel and the schools were resolved by calling the individual staff member involved.
6. A final list of all staff by school was compiled. The lists were submitted to the Personnel Office for verification and assistance.

Reliability of Data Sources

The Evaluation Department believes that the staffing totals for 1975-76 listed by school and in aggregate are accurate. Essentially all differences between data stored by OTIS, school reports, and records maintained by the Personel Office were resolved--a three way cross verification decreasing the possibility for error. In addition, however, the Evaluation Department believes that the job titles of certified staff are not totally reliable as indicators of the actual service rendered by staff at each school. Several schools, for example, submitted revisions of the job titles listed on the Master Personnel File. The probability of error among job titles is unknown.

13. Regular Clerical Staff, District-funded, at the elementary schools, junior highs, and senior highs, 1975-76.

Tables in report referenced to: Tables 3.

Sources:

"Staffing Report, January 31, 1975," prepared by District Staffing Committee and the Superintendent's Staff.

"1975-76 Clerical Allocation," Boyd Morgan, Personnel Assistant, Personnel Office.

"Re-allocated Funds, 1975-76," classified-personnel secretary, Personnel Office.

"Classified Assignment Employee Listing, 1975-76," Personnel Office.

"Differentiated Staff, 1975-76," classified-personnel secretary, Personnel Office.

"Master Personnel File 3850, tally by school, building, position code, position, name, term, BSPC, LDPC (classified personnel)," April 23, 1976.

"Master Personnel File 3850, tally by building, school, position code, position, name, term, BSPC, LDPC (classified personnel)," April 23, 1976.

Interpretation

The number of regular clerical staff listed should be interpreted as the number of secretaries, teacher aides, library aides, and math aides computed on a full-time-equivalency basis that were assigned to each school on April 23, 1976. Special education clerical staff, clerical staff under the Differentiated Staff program and clerical staff paid by re-allocating funds from certified allotments are excluded. All clerical staff not paid for by District funds are excluded.

Computations

Using both Master Personnel File print-outs and the "Re-allocated Funds" report, lists of all secretaries, and aides by school were compiled. Clerical staff were identified by name, job title, job title number, total FTE in the District, total FET at the school listed which is funded by District monies, total FTE at the school paid by other sources, and other schools at which the employee worked. The lists of clerical staff were sent to each elementary and junior high for verification and revisions. Returned revisions were relayed to the Personnel office and cross-checked against assignment sheets. Based on the new corrections from the Personnel office, schools with corrections were called for re-verification of the involved clerical staff members. Finally, schools with total clerical FTE which disagreed with the totals in the "Staffing Report, January 31, 1975," and "1975-76 Clerical Allocation," were identified and taken to the Personnel Office where every clerical staff member at the involved schools was re-checked against the permanent assignment sheet records.

Reliability of Data Sources

Reliability of clerical staff totals and the list of staff members by school is considered excellent due to extensive cross-verification from a number of independent sources.

14. Projections of Enrollment by elementary school, junior high, and senior high for 1974-75 and 1975-76.

Tables in Report Referenced to: Table 18

Sources:

"Projected Enrollment for 1975-76, November 1, 1974," prepared by Charles E. Stephens, Research, Development and Evaluation.

"Estimated Elementary Enrollment by Building, for the 1974-75 School Year, October 19, 1973," prepared by Charles E. Stephens, Research, Development and Evaluation.

"Estimated Junior and Senior High School Enrollment by Building, for 1974-75 School Year, October 19, 1973," prepared by Charles Stephens, Research Development and Evaluation.

Interpretation

Projected enrollments should be interpreted as the anticipated number of regularly enrolled students at each school on September 30, 1974 and September 30, 1975. Special education students and kindergarten students are not included. Students at Eastside are not included.

Computations

Special education students were subtracted from the projected totals at schools where they were included.

Reliability of Data Source

Reliability of reporting projected enrollments is considered excellent--data taken from original source.

15. Regular Instructional Staff, non-District Funded, at the elementary, junior highs, and senior high schools in 1975-76.

Tables in Report Referenced to: Tables: 9, 22

Sources:

"Master Personnel File 3850, tally by school, building, position code, position, name, term, BSPC, LDPC (certified employees)," Oregon Total Information System, March 22, 1976

"Master Personnel File 3850, tally by building, school, position code, position, name, term, and BSPC, LDPC (certified employees)," Oregon Total Information System, March 19, 1976

Interpretation

The data appearing under regular instructional staff, non-District funded, in 1975-76 should be interpreted as the amount of teaching FTE each school had on March 15, 1976 which were funded through sources outside the District. Regular Instructional Staff refer to staff who provide instructional services for regularly enrolled students. Instructional staff for handicapped students are excluded as well as all staff paid by District funds.

Computations

All certified Title I Staff members were identified by name from the Master Personnel Files. CETA certified staff members were identified by name and location through the Personnel Office. Location of Title I staff by school was determined through Educational Services. All non-District funded regular instructional staff were included on the lists of district-funded staff sent to each school for verification and revision. Corrections made to Title I personnel by the schools were re-checked with the Title I Specialist in Educational Services. Title VI and X personnel were determined, respectively, through the Personnel Office (certified time under Title VI was re-allocated to classified time) and schools.

Reliability of Data Sources

Reliability considered good due to cross-verification from three sources and resolution of differences.

16. Distribution of Regular Instructional Staff by Teaching Area at the Elementary Schools in 1974-75.

Tables in Report Referenced to: Table 11

Sources:

"Summary of Staffing, September 19, 1974," prepared by Herman Lawson, Superintendent's Office

"Recommendations for 1974-75 Regional Placement of Full-Time Elementary Reading Specialists and Building Time Allocation, May 8, 1974," prepared by Don Shutt, Language Arts Coordinator.

"Summary of Staffing Allocations, 1974-75, January 9, 1975," prepared by Herman Lawson, Superintendent's Office.

"Summary of Staffing Allocations, December 19, 1974," prepared by Herman Lawson, Superintendent's Office.

"Staffing Decision, October 30, 1974," memo from Herman Lawson, Superintendent's Office, to Bill Williams, Director of Personnel.

Interpretation

Data in each column should be interpreted as the amount of regular instructional staff FTE in each specialty area and classroom at the elementary schools on December 1, 1974. Auxiliary specialty areas include curriculum associate, counselor, reading specialist, math specialist, library, art/music, physical education, resource, instrumental music, and reallocated certified time.

Computations

"Summary of Staffing, September 19, 1974" served as the primary source of data. This report describes the allocation of staff by teaching responsibilities and by school. The allocation of reading specialists and instrumental musicians was not included in the "Summary." Mr. Shutt's memo of May 8 was used to determine the distribution of reading specialists and Mr. Lawson's second report on January 9 was used to determine the distribution of instrumental musicians. Mr. Lawson's January 9 report was used to allocate an additional .40 teaching FTE to Willagillespie, a decision made by the Superintendent's Staff on November 27, 1974.

Reliability of Data Sources

The reliability of the data is based on three assumptions: first, that the "Summary of Staffing" document is accurate. We were unable to check on the procedures used in that report. Second, that the recommended allocations of staff as noted in the main sources were applied in practice; and third, that each elementary school had access to equal amounts of instrumental musicians--.25 FTE (the South Region had an additional .13 instrumental music allocation for Richard Long, but this allocation has not been assigned to a specific school or to the total for all elementary schools).

17. Distribution of Regular Instructional Staff by Teaching Area at the Elementary Schools in 1975-76

Tables in Report Referenced to: Table 11

Sources:

"Master Personnel File 3850, tally by school, building, position description, name, term, LDPC, and BSPC (for certified employees)," Oregon Total Information System, March 22, 1976.

"Master Personnel File 3850, tally by building, building code, school, position code, position, name, term, BSPC, and LDPC (for certified employees)," Oregon Total Information System, March 19, 1976.

"Master Personnel File 3850, tally by school, name, BSPC and LDPC (for certified employees)," Oregon Total Information System, December 5, 1975.

"Employee Budget Listing, December 5, 1976," Personnel Office (Oregon Total Information System printout), pp. 1 - 402.

"Master Personnel File 3850, tally by name, social security number, position code, position, building code, building (for certfied employees)," March 1, 1976.

"Re-allocated Funds, 1975-76, secretary-classified personnel," Personnel Office.

"Elementary Classification Report(s), April 30, 1976," Superintendent's Office. (31 documents individually submitted by each elementary school listing all classroom teachers by grade and number of students in grade level)

"Permanent Record Card File," certified personnel secretary, Personnel Office.

Interpretation

Data in the columns should be interpreted as the amount of regular instructional staff FTE in each specialty area and classroom at the elementary schools on March 15, 1976.

Computations and Reliability

(See 12. Regular Instructional Staff, District-funded, and Administrative Staff at the elementary schools, junior highs, and senior highs, 1975-76.)

18. Special Education Instructional Staff, District-funded and non-District Funded, by elementary schools, junior highs, and senior highs in 1975-76.

Tables in Text Referenced to: Table 9

Sources:

"Master Personnel File 3850, tally by school, building, position description, name, term, LDPC, and BSPC (for certified employees)," Oregon Total Information System, March 22, 1976.

"Master Personnel File 3850, tally by building, building code, school, position code, position, name, term, BSPC, and LDPC (for certified employees)," Oregon Total Information System, March 19, 1976.

"Master Personnel File 3850, tally by school, name, BSPC and LDPC (for certified employees)," Oregon Total Information System, December 5, 1975.

"Employee Budget Listing, December 5, 1976," Personnel Office, (Orego Total Information System printout), pp. 1 - 402.

"Master Personnel File 3850, tally by name, social security number, position code, position, building code, building (for certified employees)," March 1, 1976.

Interpretation

Data in this column should be interpreted as the amount of certified staff charged with instruction of physically handicapped or mentally retarded students. Whether a special education staff member should be listed as District-funded or non-District funded is ambiguous due to state funds channeled into the special education programs in the District. The three special education staff members listed as non-District funded were so listed because they do not appear on the personnel records of the District. Instead, they are certified employees of I.E.D.

Computations

Based on the Master Personnel File, all personnel with job titles such as hospital school, speech, nurse, visually handicapped, blind, deaf program, deaf, primary deaf, mentally retarded, EMR, Psychologist, emotionally handicapped and Skipworth were identified by name and budget location. Refining the operational definition of special education, staff names were pulled from the original list by the following job titles: hospital school, visually handicapped, blind, deaf program, deaf, primary deaf, mentally retarded, EMR and emotionally handicapped, Skipworth. The resulting list of names was taken to Educational Services and the specific internal department dealing with each division special education--Special Education, Visually Handicapped, Deaf Program. Hospital school personnel were dropped from the list. School locations of Special Education personnel were determined by interviewing in each department. All names were included on the general staffing lists sent to the elementary and junior high schools for verification or revision. No changes in special education staff were reported among certified personnel. Information on the special education program for trainable mentally retarded was gained by calling IED.

Reliability of Data Sources

Due to the many agencies connected with the education of handicapped students, the reliability of staffing totals on special education teachers is not considered as reliability as the totals are for other types of staff in 1975-76.

Appendix B

LISTS OF SCHOOL STAFF

Appendix B contains a list by school of all:

1. Regular Instructional Staff, district and non-district funded, on March 15, 1976.
2. Administrative Staff, district and non-district funded, on March 15, 1976.
3. Special Education Instructional Staff on March 15, 1976.
4. Regular Clerical Staff, district and non-district funded, on April 23, 1976.
5. Special Education Clerical Staff on April 23, 1976.

(At some schools, Ancillary Staff are presented. The lists of Ancillary personnel are not reliable.)

A list of staff members in the above categories (as defined in the section entitled "Determining Staff") is presented for each school. The schools are arranged alphabetically with elementary schools first. Each employee is identified by name, job title, job title number, total FTE employed in the district, total FTE at this particular school paid by district funds, total FTE at this particular school paid by non-district funds, and other schools at which employee may work. These lists were created by the Evaluation Department in order to precisely determine the amount of administrative, clerical and instructional staff allocated to each school in 1975-76.

CERTIFIED EMPLOYEES BY SCHOOL (as of March 15, 1976)

School Adams Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Anderson, Lillian	Grade 6	Adams 2131036	1.0	1.0	- 0 -	- 0 -
Benton, Irma L.	Grade 5	Adams 2131025	1.0	1.0	- 0 -	- 0 -
Bower, Mildred	Reading Title I	Adams 1324208	1.0	.5	- 0 -	McCornack .5
Bradley, Melvin R.	Grade 6	Adams 2131036	1.0	1.0	- 0 -	- 0 -
Fitzgerald, Harriet	Grades 2-3	Adams 2131043	1.0	1.0	- 0 -	- 0 -
Gerlitz, Dorraine	Grade 5	Adams 2131035	1.0	1.0	- 0 -	- 0 -
Hart, James E.	Physical Education	Adams 2131085	1.0	1.0	- 0 -	- 0 -
Hockinson, Norma L.	Special Grad. Prog. 1-3	Adams 2131094	1.0	1.0	- 0 -	- 0 -
Husser, Marilyn	Music	Adams 2131077	1.0	.5	- 0 -	Willagillespie
Ingwerson, Lucille W.	Librarian	Adams 2131069	1.0	.5	- 0 -	Whiteaker
McKee, Robert A.	Grades 3-4	Adams 2131044	1.0	1.0	- 0 -	- 0 -
Schroeter, Anna	Grade 4	Adams 2131034	1.0	1.0	- 0 -	- 0 -

School Adams Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Smith, Carol L.	Grade 1	Adams 2131031	1.0	1.0	- 0 -	- 0 -
Soeder, Ruth A.	Counselor	Adams 2131006	1.0	.5	- 0 -	Dunn
Taylor, Donna L.	Grades 1-2	Adams 2131040	1.0	1.0	- 0 -	- 0 -
Burgess, Peggy A.	Kindergarten	Adams Kindergarten 2131053	1.0	1.0	- 0 -	- 0 -
Jahnke, Harry	Elementary Principal	Adams 2111010	1.0	1.0	- 0 -	- 0 -
Hall, Robert F.	Emotionally Handicapped	Emotionally Handicapped 2123084	1.0	1.0	- 0 -	- 0 -
Rubini, Doris M.	Nurse	Health Ser. 4120010	1.0	.2	- 0 -	Westmoreland .3 Opp. Center .1 Clinic .4
---------------	Instrumental Music		1.0	.25	- 0 -	
INSTRUCTIONAL STAFF TOTAL				14.25		
ADMINISTRATIVE STAFF TOTAL				1.00		
ANCILLARY STAFF TOTAL	(nurse)			.20		
SPECIAL EDUCATION STAFF TOTAL				1.00		
TOTAL				16.45		

CLERICAL, CLASSIFIED EMPLOYEES BY SCHOOL (as of April 23, 1976)

School Adams Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Stewart, Lucicular	Teacher Aide EH Program	2123201	1.0	1.0	- 0 -	- 0 -
Imus, Glenda	Elem. School Secretary	2151005	1.0	1.0	- 0 -	- 0 -
Luce, Donna D.	Teacher Aide	2156202	1.0	1.0	- 0 -	- 0 -
Fellin, Karin E.	Teacher Aide	2156202	.375	.375	- 0 -	- 0 -
REGULAR CLERICAL STAFF TOTAL				2.375		
SPECIAL EDUCATION CLERICAL STAFF TOTAL				1.00		
TOTAL				3.375		

CERTIFIED EMPLOYEES BY SCHOOL (as of March 15, 1976)

School Awbrey Park Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Christianson, Sharon Lee	Resident Teacher	Awbrey Park 2131092	.67	.67	- 0 -	- 0 -
Dean, Cheryl	Grades 1-2	Awbrey Park 2131040	1.0	1.0	- 0 -	- 0 -
Dickey, Maxine A.	Media Specialist	Awbrey Park 2131077	1.0	1.0	- 0 -	- 0 -
Elowson, Doris E.	Counselor	Awbrey Park 2131006	1.0	1.0	- 0 -	- 0 -
Forum, Rhea E.	Grades 1-2	Awbrey Park 2131040	1.0	1.0	- 0 -	- 0 -
George, Diane K.	Grades 5-6	Awbrey Park 2131049	1.0	1.0	- 0 -	- 0 -
Giannone, Darby L.	Grades 5-6	Awbrey Park 2131049	1.0	1.0	- 0 -	- 0 -
Gillmore, Virginia	Reading	Awbrey Park 2131087	1.0	1.0	- 0 -	- 0 -
Gwinn, Mary L.	Grades 5-6	Awbrey Park 2131049	1.0	1.0	- 0 -	- 0 -
Hill, Linda D.	Grades 1-2	Awbrey Park 2131040	1.0	1.0	- 0 -	- 0 -
House, Laurie A.	Grades 3-4	Awbrey Park 2131044	1.0	1.0	- 0 -	- 0 -
Ingman, Fred H.	Grades 5-6	Awbrey Park 2131049	1.0	1.0	- 0 -	- 0 -

School Awbrey Park Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Johnson, Sandra L.	Resident Teacher	Awbrey Park 2131092	.67	.67	- 0 -	- 0 -
Larsen, James E.	Grades 3-4	Awbrey Park 2131044	1.0	1.0	- 0 -	- 0 -
Leneve, Carol	Grades 3-4	Awbrey Park 2131044	1.0	1.0	- 0 -	- 0 -
Odell, Luella D.	Curriculum Associate	Awbrey Park 2131010	1.0	1.0	- 0 -	- 0 -
Payne, Grace A.	Grades 1-2	Awbrey Park 2131040	1.0	1.0	- 0 -	- 0 -
Penor, Sheri L.	Grades 1-2	Awbrey Park 2131040	1.0	1.0	- 0 -	- 0 -
Rau, Ellen M.	Grades 1-2	Awbrey Park 2131040	1.0	1.0	- 0 -	- 0 -
Rogers, Jacqueline L.	Curriculum Associate	Awbrey Park 3141010	1.0	1.0	- 0 -	- 0 -
Saul, Lynette A.	Grades 102	Awbrey Park 2131040	1.0	1.0	- 0 -	- 0 -
Seymour, Marie R.	Music	Awbrey Park 2131079	1.0	1.0	- 0 -	- 0 -
Smith, Forrest E.	Grades 3-4	Awbrey Park 2131044	1.0	1.0	- 0 -	- 0 -
Snodgrass, Kathryn A.	Grades 5-6	Awbrey Park 2131049	1.0	1.0	- 0 -	- 0 -
Suzuki, Patrice J.	Grades 3-4	Awbrey Park 2131044	1.0	1.0	- 0 -	- 0 -

School Awbrey Park Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Temple, Meredith L.	Phys. Ed.	Awbrey Park 2131085	1.0	1.0	- 0 -	- 0 -
Thompson, Emilie R.	Resident Teacher	Awbrey Park 2131092	.66	.66	- 0 -	- 0 -
Tomseth, Geraldine	Grades 3-4	Awbrey Park 2131044	1.0	1.0	- 0 -	- 0 -
Towbridge, Phyllis J.	Grades 1-2	Awbrey Park 2131040	1.0	1.0	- 0 -	- 0 -
Von Seeger, Lawrence L.	Grades 5-6	Awbrey Park 2131049	1.0	1.0	- 0 -	- 0 -
Winbigler, Margrethe J.	Grades 1-2	Awbrey Park 2131040	1.0	1.0	- 0 -	- 0 -
Zilkoski, Virginia A.	Curriculum Associate	Awbrey Park 2131010	1.0	1.0	- 0 -	- 0 -
Reich, Jean N.	Kindergarten	Awbrey Park Kindergarten 2131053	1.0	1.0	- 0 -	- 0 -
Whitlock, Charles R.	Elementary Principal	Awbrey Park 2111010	1.0	1.0	- 0 -	- 0 -
Bartram, Phyllis M.	Nurse	Health S. 4120040	1.0	.5	- 0 -	Cal Young: .5
Toney, Glenda F.	Grades 3-4		1.0	1.0	- 0 -	- 0 -
		(continued next page)				

CLERICAL, CLASSIFIED EMPLOYEES BY SCHOOL (as of April 23, 1976)

School Awbrey Park Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Jackson, M. R.	Elementary School Sec.	2151005	1.0	1.0	- 0 -	- 0 -
Davis, S. J.	Teacher Aide	2156202	.50	.50	- 0 -	- 0 -
Humbert, S. J.	Teacher Aide	2156202	.75	.75	- 0 -	- 0 -
Patterson, J. L.	Teacher Aide	2156202	1.0	1.0	- 0 -	- 0 -
Westbrook, M.	Teacher Aide	2156202	1.0	.94 reg. .06 D.S.	- 0 -	.06 FTE Differentiated staff
Culver, B.	Library Aide	2157001	1.0	1.0	- 0 -	- 0 -
Ford, Betty	Teacher Aide			.63		Converted certified FTE
Shoup, Rebecca	Teacher Aide		1.0	1.0		Differentiated staff
DIFFERENTIATED CLERICAL STAFF TOTAL				1.06		
REGULAR CLERICAL STAFF TOTAL				5.19		
CONVERTED CERTIFIED STAFF TOTAL				.63		
TOTAL				6.88		

School Awbrey Park Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
	Instrumental Music			.25		
Converted Certified FTE to Classified				.40		To: Betty Ford, 5 hours
REGULAR INSTRUCTIONAL STAFF TOTAL				33.65		
ADMINISTRATIVE STAFF TOTAL				1.00		
ANCILLARY STAFF TOTAL	(nurse)			.50		
TOTAL				35.15		

CERTIFIED EMPLOYEES BY SCHOOL (as of March 15, 1976)

School Bailey Hill Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Barker, Carol A.	Grade 6	Bailey Hill 2131036	1.0	1.0	- 0 -	- 0 -
Del Zotto, Angelo	Grade 4	Bailey Hill 2131034	1.0	1.0	- 0 -	- 0 -
Dougherty, Carol A.	Crade 2	Bailey Hill 2131032	1.0	1.0	- 0 -	- 0 -
Downey, May I.	Grade 1	Bailey Hill 2131031	1.0	1.0	- 0 -	- 0 -
Gawlowski, Michael C.	Grade 4	Bailey Hill 2131044	1.0	1.0	- 0 -	- 0 -
Hult, Carolyn	Resource	Bailey Hill 2131093	1.0	1.0	- 0 -	- 0 -
Kimball, David	Grades 5-6	Bailey Hill 2131049	1.0	1.0	- 0 -	- 0 -
Klitzke, Bonnie	Grade 3	Bailey Hill 2131033	1.0	1.0	- 0 -	- 0 -
Klobas, Joy	Grade 6	Bailey Hill 2131049	1.0	1.0	- 0 -	- 0 -
Loughary, Josephine	Librarian	Bailey Hill 2131069	1.0	1.0	- 0 -	- 0 -
Minney, Steven M.	Phys. Ed.	Bailey Hill 2131085	1.0	1.0	- 0 -	- 0 -
Peterson, Doris H.	Grade 5	Bailey Hill 2131035	1.0	1.0	- 0 -	- 0 -

School Bailey Hill Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
(Jelmblade) Kutschaum, Carol	Grade 3	Bailey Hill 2131033	1.0	1.0	- 0 -	- 0 -
Schwandt, Kathleen	Reading Sp.	Bailey Hill 2131032	1.0	1.0	- 0 -	- 0 -
Shaver, Janet L.	Kindergarten Special Grad. Program	Bailey Hill 2131094	1.0	1.0	- 0 -	- 0 -
Smith, Mildred	Grades 2-3	Bailey Hill 2131043	1.0	1.0	- 0 -	- 0 -
Spencer, Gwendolyn	Grade 5	Bailey Hill 2131046	1.0	1.0	- 0 -	- 0 -
Ten Eyck, Ruth	Grade 1	Bailey Hill 2131031	1.0	1.0	- 0 -	- 0 -
Kennett, Jeanne E.	Kindergarten	Bailey Hill Kinder. 2131053	1.0	1.0	- 0 -	- 0 -
Tindall, Erwana W.	Kindergarten	" " 2131053	1.0	1.0	- 0 -	- 0 -
Moore, Carol	Grades 1-2	Bailey Hill 2131040	1.0	1.0	- 0 -	- 0 -
Hoff, Glenn	Elementary Principal	Bailey Hill 2111010	1.0	1.0	- 0 -	- 0 -
Smith, Janet	Instrumental Music		1.0	.25		Twin Oaks

(continued on next page)

School Bailey Hill Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
REGULAR INSTRUCTIONAL STAFF TOTAL				21.25		
ADMINISTRATIVE STAFF TOTAL				1.00		
TOTAL				22.55		

CLERICAL, CLASSIFIED EMPLOYEES BY SCHOOL (as of April 23, 1976)

School Bailey Hill Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Fletcher, B. N.	Elem. School Secretary	2151005	1.0	1.0	- 0 -	- 0 -
Dement, M.	Teacher Aide	2156202	.94	.94	- 0 -	- 0 -
Miller, L. J.	Teacher Aide	2156202	1.0	.94	- 0 -	- 0 -
Root, Judy Lee	Clerk-Typist	1231203	1.0	- 0 -	CETA .44	.56 at Magladry
REGULAR CLERICAL STAFF TOTAL				2.88	.44	

School Coburg Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Belknap, Edward	Elementary Principal	Coburg 211101	1.0	.50 teaching .50 adminis.	- 0 -	- 0 -
Gillespie, Nance W.	Nurse	Health S. 4120010	1.0	.2	- 0 -	Willag. .3 Meadowlark .3 Gilham .2
Robbins, Gene	Instrumental Music		1.0	.25	- 0 -	- 0 -
Certified FTE Converted to Classified				.15		.30 classified time to Worley
REGULAR INSTRUCTIONAL STAFF TOTAL				10.80		
ADMINISTRATIVE STAFF TOTAL				.50		
ANCILLARY STAFF TOTAL	(nurse)			.20		
TOTAL				11.50		

CERTIFIED EMPLOYEES BY SCHOOL (as of March 15, 1976)

School Coburg Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Caldwell, Maude	Grades 2	Coburg 2131032	1.0	1.0	- 0 -	- 0 -
Clark, Betty J.	Counselor Reading	Coburg 2131087	1.0	1.0	- 0 -	- 0 -
Cornelison, Dorothy	Grade 1	Coburg 2131031	1.0	1.0	- 0 -	- 0 -
Fisher, Patty J.	Grades 2-3	Coburg 2131043	1.0	1.0	- 0 -	- 0 -
Horyna, Patricia A.	Grades 1-6	Coburg 2131038	.40	.40	- 0 -	- 0 -
Ing, Patrick K.	Grades 4-5	Coburg 2131046	1.0	1.0	- 0 -	- 0 -
LeFrancq, Kaye A.	Grades 3-4	Coburg 2131044	1.0	1.0	- 0 -	- 0 -
Raze, Gary	Grade 6	Coburg 2131036	1.0	1.0	- 0 -	- 0 -
Van Geem, John P.	Physical Education	Coburg 2131085	.5	.5	- 0 -	- 0 -
Vimont, Mary A.	Librarian	Coburg 2131069	.5	.5	- 0 -	- 0 -
Wright, Pamela K.	Special Grad. Program	Coburg 2131094	1.0	1.0	- 0 -	- 0 -
Lapp, Arlene	Kindergarten	Coburg 2131053	.5	.5	- 0 -	- 0 -

CLERICAL, CLASSIFIED EMPLOYEES BY SCHOOL (as of April [illegible]3, 1976)

School Coburg Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Thielke, Marilyn S.	Elem. School Secretary	2151005	1.0	1.0	- 0 -	- 0 -
Worley, Marjorie	Teacher Aide	2156202	1.0	.70	- 0 -	- 0 -
Worley, Marjorie	Teacher Aide	2156202	1.0	.30		Converted, certified FTE
REGULAR CLERICAL STAFF TOTAL				1.70		
CONVERTED CERTIFIED TOTAL				.30		
TOTAL				2.00		

CERTIFIED EMPLOYEES BY SCHOOL (as of March 15, 1976)

School Condon Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Burden, Connie J.	Music	Condon 2131079	1.0	.5	- 0 -	Edison
Dean, Michael J.	Grades 1-2	Condon 2131040	1.0	1.0	- 0 -	- 0 -
Hosfield, Donna	Grades 1-2	Condon 2131040	1.0	1.0	- 0 -	- 0 -
McNeeley, Jon Scott	Phys. Ed.	Condon & Mag. Arts 2131085	1.0	.5	- 0 -	Edison
Norward, Betty	Grades 4-5	Condon 2131046	1.0	1.0	- 0 -	- 0 -
Parks, Mary E.	Grades 2-3	Condon 2131043	1.0	1.0	- 0 -	- 0 -
Pengelly, Kathleen	Music	Mag. Arts 2131079	.70	.70	- 0 -	- 0 -
Quigley, Gordon L.	Grades 5-6	Condon 2131049	1.0	1.0	- 0 -	- 0 -
Scholar, Amy	Media Spec.	Condon & Mag. Arts 2131077	.8	.8	- 0 -	- 0 -
Brown, Elga	Kindergarten	Condon Kindergarten 2131053	1.0	1.0	- 0 -	- 0 -
Schwartzrock, Herman T.	Elementary Principal	Condon 2111010	1.0	1.0	- 0 -	- 0 -
Richardson, Jean E.	Nurse	Health S. 4120030	.7	.2	- 0 -	Edison .3 Harris

Sc l Condon Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Banzer, Deborah L.	Grade 1	Mag. Arts-Condon 2131031	1.0	1.0	- 0 -	- 0 -
Curran, Gwendolyn	Grades 4-5-6	" " 2131048	1.0	1.0	- 0 -	- 0 -
Laferty, Jean A.	Plane 1	" " 2131055	1.0	1.0	- 0 -	- 0 -
Mizer, Linda	Grades 3-4	" " 2131044	1.0	1.0	- 0 -	- 0 -
Scofield, Twilo J.	Grades 5-6	" " 2131049	1.0	1.0	- 0 -	- 0 -
	Instrumental Music			.25		
Hall, Linda	TMR		1.0	- 0 -	IED 1.0	
REGULAR INSTRUCTIONAL STAFF TOTAL				13.75		
ADMINISTRATIVE STAFF TOTAL				1.00		
ANCILLARY STAFF TOTAL	(nurse)			.20		
SPECIAL EDUCATION STAFF TOTAL				- 0 -	1.00	
TOTAL				14.95	1.00	

CLERICAL, CLASSIFIED EMPLOYEES BY SCHOOL (as of April 23, 1976)

School Condon Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Hein, P.	Elementary Secretary	2151005	1.0	1.0	- 0 -	- 0 -
Knight, Ann E.	Teacher Aide	2156202	.63	.63	- 0 -	- 0 -
Clarke, Claudia	Clerk-Typist	1231203	1.0	- 0 -	CETA 1.0	
REGULAR CLERICAL STAFF TOTAL				1.63	1.00	

CERTIFIED EMPLOYEES BY SCHOOL (as of March 15, 1976)

School Crest Drive Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Alvestad, Patricia A.	Reading	Crest Drive 2131087	1.0	.5	- 0 -	Twin Oaks
Claska, Kathryn A.	Grades 2-3	Crest Drive 2131043	1.0	1.0	- 0 -	- 0 -
Croft, Priscilla Key	Grades 2-3	Crest Drive 2131043	1.0	1.0	- 0 -	- 0 -
Erb, Donald E.	Phys. Ed.	Crest Drive 2131085	1.0	.5	- 0 -	Twin Oaks
Iskra, Patricia	Counselor	Crest Drive 2131006	1.0	.5	- 0 -	Harris
Johnson, Mary Christine	Music	Crest Drive 2131079	1.0	.5	- 0 -	Magladry
Lane, Cynthia S.	Grades 1-2-3	Crest Drive 2131042	1.0	1.0	- 0 -	- 0 -
Latham, Dorothy M.	Librarian	Crest Drive 2131069	1.0	.5	- 0 -	McCornack
Marquis, Robert J.	Grade 6	Crest Drive 2131036	1.0	1.0	- 0 -	- 0 -
Neviaser, Peggy N.	Grade 4	Crest Drive 2131034	1.0	1.0	- 0 -	- 0 -
Searl, Janice M.	Grade 4-5	Crest Drive 2131046	1.0	1.0	- 0 -	- 0 -
Olivier, Miriam	Kindergarten	Crest Drive Kindergarten 2131053	1.0	1.0	- 0 -	- 0 -

School Crest Drive Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Smith, Mary Sue	Grade 6	Crest Drive 2131036	1.0	1.0	- 0 -	- 0 -
Walker, Kathleen S.	Grades 4-5	Crest Drive 2131046	1.0	1.0	- 0 -	- 0 -
Walters, Edward E.	Grades 5-6	Crest Drive 2131049	1.0	1.0	- 0 -	- 0 -
Burbank, Glendora M.	Elementary Principal	Crest Drive 2111010	1.0	1.0	- 0 -	- 0 -
Patton, Doris	Nurse	Health S. 4120010	1.0	.2	- 0 -	Willard .3 Edgewood.3 Fox Hollow .2
Dill, Karen L.	Grades 2-3	Crest Drive 2131040	1.0	1.0	- 0 -	- 0 -
	Instrumental Music			.25		
Bray, Nancy	Reading		1.0	- 0 -	Title X .5	Magladry .50
REGULAR INSTRUCTIONAL STAFF TOTAL				13.75	.50	
ADMINISTRATIVE STAFF TOTAL				1.00	- 0 -	
ANCILLARY STAFF TOTAL				.20	- 0 -	
TOTAL				14.95	.50	

CLERICAL, CLASSIFIED EMPLOYEES BY SCHOOL (as of April 23, 1976)

School Crest Drive Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Coleman, B. J.	Elementary S. Secretary	2151005	1.0	1.0	- 0 -	- 0 -
Hobday, Carole A.	Teacher Aide	2156202	.38	.38	- 0 -	- 0 -
Svetich, J. K.	Teacher Aide	2.56202	.50	.50	- 0 -	- 0 -
REGULAR CLERICAL STAFF TOTAL				1.88		

CERTIFIED EMPLOYEES BY SCHOOL (as of March 15, 1976)

School Dunn Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Abbott, Stephen J.	Reading	Dunn 2133090	1.0	.5	- 0 -	Edgewood
Bishop, Eugene D.	Grades 5-6	Dunn 2131049	1.0	1.0	- 0 -	- 0 -
Burg, Kay F.	Grade 6	Dunn 2131036	1.0	1.0	- 0 -	- 0 -
Burton, Dorothy	Grade 4	Dunn 2131034	1.0	1.0	- 0 -	- 0 -
Cox, George B.	Phys. Ed.	Dunn 2131085	1.0	1.0	- 0 -	- 0 -
Ellis, Joann K.	Grades 1-2	Dunn 2131040	1.0	1.0	- 0 -	- 0 -
Hudgins, Gloria M.	Spec. Grad. Program	Dunn 2131094	1.0	1.0	- 0 -	- 0 -
Jackson, Elaine	Resource	Dunn 2131093	.6	.6	- 0 -	- 0 -
Mohrfeld, Margaret	Grades 1-2	Dunn 2131040	1.0	1.0	- 0 -	- 0 -
Ruff, Virginia	Grades 1-2	Dunn 2131040	1.0	1.0	- 0 -	- 0 -
Soeder, Ruth A.	Counselor	Dunn 2131006	1.0	.5	- 0 -	Adams
Spencer, Jean	Grades 1-2	Dunn 2131040	1.0	1.0	- 0 -	- 0 -

School Dunn Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Tedd, Norma M.	Librarian	Dunn 2131040	1.0	.5	- 0 -	Parker
White, Janice E.	Grades 1-2	Dunn 2131040	1.0	1.0	- 0 -	- 0 -
Anderson, Sallie L.	Kindergarten	Dunn Kind. 2131053	1.0	1.0	- 0 -	- 0 -
Hinds, Richard	Elementary Principal	Dunn 2111010	1.0	1.0	- 0 -	- 0 -
Halle, Mildred K.	Nurse	Health S. 420040	1.0	.25	- 0 -	Parker .25 Spencer Butte .5
Subbot, Susan	Hospital School	2123052	1.0	Special Ed. 1.0		
Hammons, Carol	Hospital School	2123052	1.0	Special Ed. 1.0		
	Instrumental Music			.25		
REGULAR INSTRUCTIONAL STAFF TOTAL				13.35		
SPECIAL EDUCATION STAFF TOTAL				2.00		
ADMINISTRATIVE STAFF TOTAL				1.00		
ANCILLARY STAFF TOTAL	(nurse)			.25		
TOTAL				16.60		

CLERICAL, CLASSIFIED EMPLOYEES BY SCHOOL (as of April 23, 1976)

School Dunn Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Hadley, Bettie	Elem. School Secretary	2151005	1.0	1.0	- 0 -	- 0 -
McKay, Patricia	Teacher Aide	2156202	.75	.75	- 0 -	- 0 -
Kane, Erma	Library Aide			.25		
REGULAR CLERICAL STAFF TOTAL				2.00		

CERTIFIED EMPLOYEES BY SCHOOL (as of March 15, 1976)

School Edgewood Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Abbot, Stephen J.	Reading	Edgewood 2133090	1.0	.5	- 0 -	Dunn
Benedict, Marleen K.	Curriculum Associate	Edgewood 2131010	1.0	1.0	- 0 -	- 0 -
Bramucci, Mary	Alt. School	Edgewood 2131001	1.0	1.0	- 0 -	- 0 -
Cruickshank, Dorothy	Counselor	Edgewood 2131006	1.0	1.0	- 0 -	- 0 -
Curde, Patricia L.	Grades 5-6	Edgewood 2131049	1.0	1.0	- 0 -	- 0 -
Free, Marietta A.	Grade 1	Edgewood 2131040	1.0	1.0	- 0 -	- 0 -
Gentry, Barbara L.	Alt. School	Edgewood 2131001	1.0	1.0	- 0 -	- 0 -
Goff, Linda Y.	Grades 5-6	Edgewood 2131049	1.0	1.0	- 0 -	- 0 -
Hand, Carolyn G.	Resident Teacher	Edgewood 2131092	.66	.66	- 0 -	- 0 -
Huber, Stephen J.	Alt. School	Edgewood 2131001	1.0	1.0	- 0 -	- 0 -
Kays, Dorothy A.	Grades 3-4	Edgewood 2131044	1.0	1.0	- 0 -	- 0 -
Lashway, Joseph	Librarian	Edgewood 2131069	1.0	1.0	- 0 -	- 0 -

School Edgewood Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
McCartney, Edelgard A.	Grades 5-6	Edgewood 2131049	1.0	1.0	- 0 -	- 0 -
Murphy, Paul	Curriculum Associate	Edgewood 2131010	1.0	1.0	- 0 -	- 0 -
Paul, Dianne	Grades 1-2	Edgewood 2131040	1.0	1.0	- 0 -	- 0 -
Schwiesow, Franz H.	Grades 3-6	Edgewood 2131045	1.0	1.0	- 0 -	- 0 -
Silver, Laura G.	Res. Teacher	Edgewood 2131092	.67	.67	- 0 -	- 0 -
Spinell, Steven A.	Res. Teacher	Edgewood 2131092	.67	.67	- 0 -	- 0 -
Stenius, Sandra L.	Grade 1	Edgewood 2131031	1.0	1.0	- 0 -	- 0 -
Svetich, Dan R.	Phys. Ed.	Edgewood 2131085	1.0	1.0	- 0 -	- 0 -
Taggart, Betty	Grades 3-4	Edgewood 2131044	1.0	1.0	- 0 -	- 0 -
Thompson, Carolyn J.	Grade 2	Edgewood 2131032	1.0	1.0	- 0 -	- 0 -
Hart, Phyllis J.	Kindergarten	Edgewood Kindergarten 2131053	1.0	1.0	- 0 -	- 0 -
Keirnes, Barbara J.	Elementary Principal	Edgewood 2111010	1.0	1.0	- 0 -	- 0 -
Patton, Doris	Nurse	Health S. 4120010	1.0	.3	- 0 -	Willard .3 Crest Drive .2 Fox Hollow .2

School Edgewood Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Lindsey, Marilyn	Grades 2-3		.50	.50	- 0 -	- 0 -
	Instrumental Musician			.25		
Foskett, Minnie	On leave; Grade 2	Edgewood 2131032	.50	.50		
Crandall, Kathy	Phys. Ed.	Edgewood 2131085	.10	.10	- 0 -	Converted, Classified FTE
REGULAR INSTRUCTIONAL STAFF TOTAL				22.75		
ADMINISTRATIVE STAFF TOTAL				1.00		
ANCILLARY STAFF TOTAL	(nurse)			.30		
CONVERTED CLASSIFIED TOTAL				.10		
TOTAL				24.15		

CLERICAL, CLASSIFIED EMPLOYEES BY SCHOOL (as of April 23, 1976)

School Edgewood Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
McCall, G.	Elem. School Secretary	2151005	1.0	1.0	- 0 -	- 0 -
Higgins, G.	Teacher Aide	2156202	.75	.75	- 0 -	- 0 -
Hill, Frances	Teacher Aide	2156202	.75	.75	- 0 -	- 0 -
Bowman, D. H.	Library Aide	2156202	.50	.50	- 0 -	- 0 -
Alexander, Bruce	Playground Aide		.50	.50	- 0 -	Differentiated Staff
Classified FTE transferred to Certified FTE			.20	.20		Kathryn C. Crandall, P.E.: .10 certified FTE
REGULAR CLERICAL STAFF TOTAL				3.20		
DIFFERENTIATED CLERICAL STAFF TOTAL				.50		
TOTAL				3.70		

CERTIFIED EMPLOYEES BY SCHOOL (as of March 15, 1976)

School Edison-Eastside Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Bates, Melinda S.	Grades 1-2	Edison 2131040	1.0	1.0	- 0 -	- 0 -
Burden, Connie J.	Music	Edison 2131079	1.0	.5	- 0 -	.5 Condon
Goff, Marguerite	Grades 3-4	Edison 2131044	1.0	1.0	- 0 -	- 0 -
(Rodgers) MacDonald, Beverly L.	Counselor	Edison	1.0	.5	- 0 -	Fox Hollow .5
Macy, Maurice J.	Grade 5	Edison 2131035	1.0	1.0	- 0 -	- 0 -
Madden, Geoffrey F.	Grades 5-6	Edison 2131049	1.0	1.0	- 0 -	- 0 -
McNeeley, Jon Scott	Phys. Ed.	Edison 2131085	1.0	.5	- 0 -	Condon .5
Peel, Frederick J.	Grades 2-3	Edison 2131043	1.0	1.0	- 0 -	- 0 -
Thompson, Linda E.	Librarian	Edison 2131069	1.0	.5	- 0 -	Edison .5 Eastside .5
Trusty, Donna	Grade 1	Edison 2131031	1.0	1.0	- 0 -	- 0 -
Sullivan, Barbara	Kindergarten	Edison K. 2131053	1.0	1.0	- 0 -	- 0 -
Richardson, Jean E.	Nurse	Health S. 4120010	.7	.3	- 0 -	Harris .2 Condon .2

School Edison-Eastside Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Rubinstein, Peggy	Instrumental Music	In. Music 2132046	1.0	.25	- 0 -	
Bruckner, William H.	Ungraded	Ed-Eastside 2131099	1.0	1.0	- 0 -	- 0 -
Matthews, Evelyn M.	Ungraded	Ed-Eastside 2131099	1.0	1.0	- 0 -	- 0 -
Moore, Melva	Ungraded	Ed-Eastside 2131099	1.0	1.0	- 0 -	- 0 -
Puhn, Minalee	Ungraded	Ed-Eastside 2131099	.5	.5	- 0 -	- 0 -
Riordon, Timothy P.	Ungraded	Ed-Eastside 2131099	1.0	1.0	- 0 -	- 0 -
Thomashow, Mark H.	Ungraded	Ed-Eastside 2131099	1.0	1.0	- 0 -	- 0 -
Lind, Clifford R.	Elementary Principal	Edison 2111010	1.0	1.0	- 0 -	- 0 -
Small, J. L.	Ungraded	Eastside 2131099	1.0	1.0	- 0 -	- 0 -
Thompson, L. E.	Librarian	Eastside 2131069	1.0	.5	- 0 -	Edison .5 Eastside .5
Certified FTE used for Classified	------	Eastside	1.0	1.0	- 0 -	2.0 FTE Classified Time Purchased

School Edison-Eastside

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
TOTAL (INSTRUCTIONAL STAFF, EASTSIDE)				9.25		
TOTAL (INSTRUCTIONAL STAFF, EDISON)				8.00		
REGULAR INSTRUCTIONAL STAFF TOTAL				17.25		
ADMINISTRATIVE STAFF TOTAL				1.00		
ANCILLARY STAFF TOTAL				.30		
TOTAL				18.55		

CLERICAL, CLASSIFIED EMPLOYEES BY SCHOOL (as of April 23, 1976)

School Edison-Eastside Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Fogelstrom, L. A.	Elem. School Secretary	2151005	1.0	1.0	- 0 -	- 0 -
Kaufman, Janice	Teacher Aide	2156202	.81	.81	- 0 -	- 0 -
Williams, Bev	Teacher Aide	2156202	.81	.81	- 0 -	- 0 -
Austin, Sandy	Teacher Aide	2156202	.19	.19	- 0 -	- 0 -
REGULAR CLERICAL STAFF TOTAL				2.81		
Evidon, Arthur S.	Alt. School Vol. Coord.	2131000	1.0	1.0	- 0 -	Converted from .50 FTE Certified Time
Child, Judy	Teacher Aide	2131098	1.0	1.0	- 0 -	" "
CONVERTED CERTIFIED FTE STAFF				2.0		
TOTAL				4.81		

CERTIFIED EMPLOYEES BY SCHOOL (as of March 15, 1976)

School Fox Hollow Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Easley, Wilbur O.	Grade 6	Fox Hollow 2131036	1.0	1.0	- 0 -	- 0 -
Gilliland, Karen K.	Grades 2-3	Fox Hollow 2131043	1.0	1.0	- 0 -	- 0 -
Gira, Rose A.	Music	Fox Hollow 2131079	.5	.5	- 0 -	- 0 -
Hulse, Phyllis A.	Grades 4-5	Fox Hollow 2131046	1.0	1.0	- 0 -	- 0 -
Levins, Judith A.	Grades 102	Fox Hollow 2131040	1.0	1.0	- 0 -	- 0 -
Louthan, Richard A.	Grades 4-5	Fox Hollow 2131046	1.0	1.0	- 0 -	- 0 -
(Rodgers) McDonald, Beverly I.	Counselor	Fox Hollow 2131006	1.0	.5	- 0 -	Edison .5
O'Shea, Dan L.	Physical Education	Fox Hollow 2131085	.7	.7	- 0 -	- 0 -
Osibov, Mary Jane	Grade 1	Fox Hollow 2131031	1.0	1.0	- 0 -	- 0 -
Oswald, Ruth	Reading	Fox Hollow 2131087	.5	.5	- 0 -	- 0 -
Robertson, Jane E.	Grades 2-3	Fox Hollow 2131044	1.0	1.0	- 0 -	- 0 -
Stixrud, Neal A.	Spec. Grad. Program	Fox Hollow 2131094	1.0	1.0	- 0 -	- 0 -

School Fox Hollow Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
McFadden, Norma J.	Kindergarten	Fox Hollow Kindergarten 2131033	.5	.5	- 0 -	- 0 -
McKern, Merrill	Elementary Principal	Fox Hollow 2111010	1.0	1.0	- 0 -	- 0 -
Patton, Doris	Nurse	4120010	1.0	.2	- 0 -	Willard .3 Edgewood .3 Crest .2
	Instrumental Music			.25		
Converted Certified FTE				.30		Becker 2.5 hrs. Pierce 2.5 hrs.
REGULAR INSTRUCTIONAL STAFF TOTAL				11.25		
ADMINISTRATIVE STAFF TOTAL				1.00		
ANCILLARY STAFF TOTAL	(nurse)			.20		
TOTAL				12.45		

CLERICAL, CLASSIFIED EMPLOYEES BY SCHOOL (as of April [illegible], 1976)

School Fox Hollow Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Dotson, L. M.	Elem. School Secretary	2151005	1.00	1.00	- 0 -	- 0 -
Becker, Janice	Teacher Aide	2156202	.72	.41	- 0 -	- 0 -
Pierce, Mary L.	Teacher Aide	2156202	.72	.41		
Becker, Janice	Teacher Aide	2156202	.72	.31		Reallocated Certified FTE
Pierce, Mary L.	Teacher Aide	2156202	.72	.31		Reallocated Certified FTE
Smith, Laurie	Clerk-Typist		1.00	- 0 -	CETA 1.00	
REGULAR CLERICAL STAFF TOTAL				1.82	1.00	
CONVERTED CERTIFIED FTE TOTAL				.62	___	
TOTAL				2.44	1.00	

CERTIFIED EMPLOYEES BY SCHOOL (as of March 15, 1976)

School Gilham Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Altemus, Leva M.	Librarian .50 classroom .50 librarian	Gilham 2131069	1.0	1.0	- 0 -	- 0 -
Andersen, Ruth	Grade 1	Gilham 2131031	1.0	1.0	- 0 -	- 0 -
Brown, Jane S.	Grade 2	Gilham 2131032	1.0	1.0	- 0 -	- 0 -
Copely, Ruth A.	Grade 4	Gilham 2131034	1.0	1.0	- 0 -	- 0 -
Dear, Nancy J.	Grade 4	Gilham 2131034	1.0	1.0	- 0 -	- 0 -
Hopkins, Carolynne R.	Grade 6	Gilham 2131036	1.0	1.0	- 0 -	- 0 -
Leach, Robert L.	Phys. Ed.	Gilham 2131085	1.0	1.0	- 0 -	- 0 -
Maddux, Alice L.	Grade 3	Gilham 2131033	1.0	1.0	- 0 -	- 0 -
Mercer, Carol L.	Grades 1-2	Gilham 2131040	1.0	1.0	- 0 -	- 0 -
Miller, David Allen	Grade 6	Gilham 2131036	1.0	1.0	- 0 -	- 0 -
Moen, Irene M.	Reading	Gilham 2131087	1.0	.5	- 0 -	Meadow Lark
Murdo[illegible], Marie	Grade 1	Gilham 2131031	1.0	1.0	- 0 -	- 0 -

School Gilham Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Perrin, Mary	Grade 2	Gilham 2131032	1.0	1.0	- 0 -	- 0 -
Petit, Carol J.	Counselor	Gilham 2131006	1.0	1.0	- 0 -	- 0 -
Spann, Norma J.	Grade 3	Gilham 2131033	1.0	1.0	- 0 -	- 0 -
Wiemer, David R.	Grade 5	Gilham 2131033	1.0	1.0	- 0 -	- 0 -
Dugan, William R.	Elementary Principal	Gilham 2111010	1.0	1.0	- 0 -	- 0 -
Gillespie, Nance W.	Nurse	Gilham 4110010	1.0	.2	- 0 -	Willag. .3 Meadow Lark .3 Coburg .2
Walker, Joyce J.	Grade 5	Gilham 2131046	1.0	1.0	- 0 -	- 0 -
Robbins, Gene	Instrumental Music	Gilham 2131061	1.0	.25	- 0 -	- 0 -
REGULAR INSTRUCTIONAL STAFF TOTAL				16.75		
ADMINISTRATIVE STAFF TOTAL				1.00		
ANCILLARY STAFF TOTAL	(nurse)			.20		
TOTAL				17.95		

CLERICAL, CLASSIFIED EMPLOYEES BY SCHOOL (as of April 23, 1976)

School Gilham Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Elder, Donna	Elem. School Secretary	2151005	1.0	1.0	- 0 -	- 0 -
Feuerstein, L. D.	Teacher Aide	2156202	.75	.75	- 0 -	- 0 -
Hines, Linda	Teacher Aide	2156202	1.0	1.0	- 0 -	- 0 -
REGULAR CLERICAL STAFF TOTAL				2.75		

CERTIFIED EMPLOYEES BY SCHOOL (as of March 15, 1976)

School Harris Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Bethel, Sally Ann	Grades 4-5	Harris 2131044	1.0	1.0	- 0 -	- 0 -
Caley, Michael E.	Grade 2	Harris 2131032	1.0	1.0	- 0 -	- 0 -
Gastman, Lillian	Grades 2-3	Harris 2131043	1.0	1.0	- 0 -	- 0 -
Iskra, Patricia	Counselor	Harris 2131006	1.0	.5	- 0 -	Crest Drive
Loseth, Beverly	Grades 5-6	Harris 2131049	1.0	1.0	- 0 -	- 0 -
Miller, Samuel K.	Reading; Media	Harris 2131087	1.0	1.0	- 0 -	- 0 -
Moe, Sylvia	Grades 1-2	Harris 2131040	1.0	1.0	- 0 -	- 0 -
Ohman II, Ralph L.	Phys. Ed.	Harris 2131085	1.0	.5	- 0 -	Lincoln
Rankin, Patricia	Grades 5-6	Harris 2131049	1.0	1.0	- 0 -	- 0 -
Roloff, Janet	Music	Harris 2131079	.5	.5	- 0 -	- 0 -
Sorenson, Marjorie	Grade 1	Harris 2131031	1.0	1.0	- 0 -	- 0 -
Umphers, Katherine	Grades 3-4	Harris 2131044	1.0	1.0	- 0 -	- 0 -

School Harris Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Walters, Harry	Elementary Principal	Harris 211010	1.0	1.0	- 0 -	- 0 -
Bacon, Kira	Kindergarten	Harris K. 2131053	1.0	1.0	- 0 -	- 0 -
Milligan, Rebecca	Mentally Retarded	EMR 2123076	1.0	Spec. Ed. 1.0	- 0 -	- 0 -
Richardson, Jean E.	Nurse	Health S. 4120030	.7	.2	- 0 -	Edison .3 Condon .2
Christensen, Linda	Itin. Deaf	Deaf Prog. 2123072	1.0	Spec. Ed. 1.0	- 0 -	- 0 -
Donnelly, Colleen M.	Itin. Deaf	Deaf Prog. 2123072	1.0	Spec. Ed. 1.0	- 0 -	- 0 -
Edwards, Marilyn	Itin. Deaf	Deaf. Prog. 2123062	1.0	Spec. Ed. 1.0	- 0 -	- 0 -
Gjovaag, Marc C.	Itin. Deaf	Deaf. Prog. 2123072	1.0	Spec. Ed. 1.0	- 0 -	- 0 -
Lavender, Mattie	Prim. Deaf	Deaf Prog. 2123068	1.0	Spec. Ed. 1.0	- 0 -	- 0 -
Matsui, Christine	Itin. Deaf	Deaf Prog. 2123072	.5	Spec. Ed. .5	- 0 -	- 0 -
Slemp, Laura R.	Spec. Grad Program	Deaf Prog. 2131094	1.0	Spec. Ed. 1.0	- 0 -	- 0 -
Todd, Susan Ann	Itin. Deaf	Deaf Prog. 2123072	1.0	- 0 -	Spec. Ed. TItle I 1.0	- 0 -
Bodmer, Ruth	Itin. Deaf	Deaf Prog. 2123072	1.0	Spec. Ed. 1.0	- 0 -	- 0 -

School Harris Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
	Instrumental Music			.25		
REGULAR INSTRUCTIONAL STAFF TOTAL				11.75		
ADMINISTRATIVE STAFF TOTAL				1.00		
SPECIAL EDUCATION STAFF TOTAL				8.50	1.00	
ANCILLARY STAFF TOTAL	(nurse)			.20		
TOTAL				21.45	1.00	

CLERICAL, CLASSIFIED EMPLOYEES BY SCHOOL (as of April 23, 1976)

School Harris Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Fosback, Elda	Elementary S. Secretary	2151005	1.0	1.0	- 0 -	- 0 -
Henricksen, Barb M.	Teacher Aide	2156202	.75	.75	- 0 -	- 0 -
Gilles, Devota A.	Teacher Aide	1324206	.88	.88	- 0 -	- 0 -
Davie, Faith P.	Deaf Prog. Aide	2123215	.88	.88	- 0 -	- 0 - DEAF PROGRAM
Payne, Patricia L.	" "	2123215	.88	.88	- 0 -	- 0 -
Reinsch, Bonnie	Teacher Aide			.25		
REGULAR CLERICAL STAFF TOTAL				2.00		
SPECIAL EDUCATION CLERICAL STAFF TOTAL				2.64		
TOTAL				4.64		

CERTIFIED EMPLOYEES BY SCHOOL (as of March 15, 1976)

School Howard Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Arendt, Dennis B.	Curric. Coord. Grade 5	Howard 2131035	1.0	1.0	- 0 -	- 0 -
Baldwin, Marolyn	Grade 3	Howard 2131032	1.0	1.0	- 0 -	- 0 -
Berry, Linda J.	Grade 5	Howard 2131035	1.0	1.0	- 0 -	- 0 -
(Robertson) Bonham, Lee Ann	Music	Howard 2131079	1.0	1.0	- 0 -	- 0 -
Christensen, Carla	Grade 1	Howard 2131031	1.0	1.0	- 0 -	- 0 -
Classen, Nancy J.	Grade 2	Howard 2131032	1.0	1.0	- 0 -	- 0 -
Croaker, Sharon P.	Grade 2	Howard 2131032	1.0	1.0	- 0 -	- 0 -
Greig, Carol I.	Phys. Ed.	Howard 2131085	1.0	1.0	- 0 -	- 0 -
Guttormsen, Laurie J.	Grade 6	Howard 2131036	1.0	1.0	- 0 -	- 0 -
Harma, Carol B.	Librarian	Howard 2131069	1.0	- 0 -	CETA .50	Magladry .5 CETA
Harris, Helen E.	Grade 3	Howard 2131033	1.0	1.0	- 0 -	- 0 -
Hultgren, A. Stanley	Counselor	Howard 2131034	1.0	1.0	- 0 -	- 0 -

School Howard Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Johnson, Barbara Ann	Grade 4	Howard 2131034	1.0	1.0	- 0 -	- 0 -
Jones, Lois E.	Grade 3	Howard 2131033	1.0	1.0	- 0 -	- 0 -
Kapsa, Virginia	Librarian, IMC	Howard 2131071	1.0	.5	- 0 -	Santa Clara
Kellow, Ferne M.	Reading	Howard 2131087	1.0	1.0	- 0 -	- 0 -
Mensing, Louis	Grade 1	Howard 2131031	1.0	1.0	- 0 -	- 0 -
Moblo, Charolette M.	Grade 1	Howard 2131031	1.0	1.0	- 0 -	- 0 -
Olsen, Meribeth	Grade 1	Howard 2131031	1.0	1.0	- 0 -	- 0 -
Peterson, Richard B.	Phys. Ed.	Howard 2131085	1.0	1.0	- 0 -	- 0 -
Powell, Marilyn M.	Grade 4	Howard 2131034	1.0	1.0	- 0 -	- 0 -
Robbins, Dorothy M.	Grade 6	Howard 2131036	1.0	1.0	- 0 -	- 0 -
Sutton, A. Donald	Grade 6	Howard 2131036	1.0	1.0	- 0 -	- 0 -
Tapp, James	Grade 4	Howard 2131034	1.0	1.0	- 0 -	- 0 -
Tracy, Darby	Grade 2	Howard 2131032	1.0	1.0	- 0 -	- 0 -

School Howard Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Ylvisaker, Patricia J.	Grade 5	Howard 2131032	1.0	1.0	- 0 -	- 0 -
Jespersen, Kay	Kindergarten	Howard Kin. 2131053	1.0	1.0	- 0 -	- 0 -
McKrola, Mary I.	Kindergarten	Howard Kin. 2131053	.5	.5	- 0 -	- 0 -
Essig, Don M.	Elementary Principal	Howard 2111010	1.0	1.0	- 0 -	- 0 -
Cross, Georgia	Nurse	Health S. 4120040	1.0	.4	- 0 -	Kelly .6
	Instrumental Music			.25		
REGULAR INSTRUCTIONAL STAFF TOTAL				26.25	CETA .50	
ADMINISTRATIVE STAFF TOTAL				1.00		
ANCILLARY STAFF TOTAL (nurse)				.40		
TOTAL				27.65	.50	

CLERICAL, CLASSIFIED EMPLOYEES BY SCHOOL (as of April 23, 1976)

School Howard Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Traynor, Edith	Elem. School Secretary	2151005	1.0	1.0	- 0 -	- 0 -
Paylor, Donna	Teacher Aide	2156202	.88	.88	- 0 -	- 0 -
Tompkins, Donna L.	Teacher Aide	2156202	.88	.88	- 0 -	- 0 -
Twite, Thomas A.	Teacher Aide	2156202	.56	.56	- 0 -	- 0 -
Hanson, Laura S.	Library Aide	2157001	.88	.88	- 0 -	- 0 -
REGULAR CLERICAL STAFF TOTAL				4.20		

CERTIFIED EMPLOYEES BY SCHOOL (as of March 15, 1976)

School Laurel Hill Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Entwistle, Brian	Grades 5-6	Laurel Hill 2131046	1.0	1.0	- 0 -	- 0 -
Johannis, Mary Jo	Grades 3-4	Laurel Hill 2131046	1.0	1.0	- 0 -	- 0 -
Lorence, Paul L.	Grades 4-5	Laurel Hill 2131046	1.0	1.0	- 0 -	- 0 -
Morgan II, Grady V.	Grades 1-2	Laurel Hill 2131040	1.0	1.0	- 0 -	- 0 -
Steinke, Sheryl K.	Librarian	Laurel Hill 2131069	1.0	.5	Title I .5	- 0 -
Williams, Patricia C.	Grades 1-2	Laurel Hill 2131040	1.0	1.0	- 0 -	- 0 -
Kapteyn, Ardine	Spec. Grad. Kin. Program	L.H. Kind. 2131053	.50	.50	- 0 -	- 0 -
Mellum, Deane	Elementary Principal	Laurel Hill 2111010	1.0	.50 teaching .50 admin.	- 0 -	- 0 -
Duncan, Doris	Nurse	Title I 1324208	1.0	.1	.3	Roosevelt: .6 (D)
McClain, Robert	Reading	Title I 1324208	1.0	- 0 -	Title I 1.0	- 0 -
Moloney, Karen M.	Math	Title I 2131075	.5	- 0 -	Title I .5	- 0 -
McCelland, Donna S.	Phys. Ed.	Laurel Hill 2131085	.50	.50	- 0 -	- 0 -

School Laurel Hill Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
	Instrumental Music			.25		
REGULAR INSTRUCTIONAL STAFF TOTAL				7.25	2.00	
ADMINISTRATIVE STAFF TOTAL				.50		
ANCILLARY STAFF TOTAL (nurse)				.10	.30	
TOTAL				7.85	2.30	

CLERICAL, CLASSIFIED EMPLOYEES BY SCHOOL (as of April 23, 1976)

School Laurel Hill Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Foglesong, Marqutta	Elementary S. Secretary	2151005	1.0	1.0	- 0 -	- 0 -
Krieb, R. L.	Teacher Aide	1324206	.88	.13	Title I .75	
Janssen, D. A.	Teacher Aide	1324206	.25		Title I .25	
Johnson, Nancy K.	Teacher Aide	1324206	.50		Title I .50	
Kimball, M. M.	Teacher Aide	1324206	.75		Title I .75	
Knox, Carol	Teacher Aide	1324206	.75		Title I .75	
Parish, L. K.	Teacher Aide	1324206	.75		Title I .75	
Renno, F. C.	Teacher Aide	1324206	.75		Title I .75	
REGULAR CLERICAL STAFF TOTAL				1.13	4.50	

CERTIFIED EMPLOYEES BY SCHOOL (as of March 15, 1976)

School Lincoln Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Adams, Dorothy	Grades 2-3	Lincoln 2131043	1.0	1.0	- 0 -	- 0 -
Allen, Searsy M.	Grades 3-4	Lincoln 2131044	1.0	1.0	- 0 -	- 0 -
Bauch, Margueritte	Grades 1-2	Lincoln 2131040	1.0	1.0	- 0 -	- 0 -
Bierly, Kenneth W.	Grades 4-5-6	Lincoln 2131048	1.0	1.0	- 0 -	- 0 -
Blagaich, Michael G.	Grades 5-6	Lincoln 2131049	1.0	1.0	- 0 -	- 0 -
Franklin, Sharon J.	(media) Librarian	Lincoln 2131069	1.0	.5	Title I .5	- 0 -
Ohman II, Ralph L.	Phys. Ed.	Lincoln 2131085	1.0	.5	- 0 -	Harris
Petit, James D.	Child Dev. Sp. (counselor) Title I	Lincoln 132408	1.0	.5	Title I .5	- 0 -
Pottker, Nancy	Grade 1	Lincoln 2131031	1.0	1.0	- 0 -	- 0 -
Toll, Junko I.	Grades 1-2-3	Lincoln 2131042	1.0	1.0	- 0 -	- 0 -
Garney, Joyce L.	Kindergarten	Lincoln K. 2131053	1.0	1.0	- 0 -	- 0 -
Maskal, Nicholas	Elementary Principal	Lincoln 2111010	1.0	.50 teaching .50 admin.	- 0 -	- 0 -

School Lincoln Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Blackwell, Evelyn R.	Mentally Retarded	EMR 2123076	1.0	1.0	- 0 -	- 0 -
Winchester, Doris A.	Nurse	Health Ser. 4120010	.9	.1	- 0 -	Whiteaker: D .4 F .2 St. Mary's F .2
Masher, Helen P.	Reading	Title I	1.0	- 0 -	Title I 1.0	- 0 -
	Instrumental Music			.25	- 0 -	
REGULAR INSTRUCTIONAL STAFF TOTAL				10.25	Title I 2.00	
SPECIAL EDUCATION STAFF TOTAL (EMR)				1.00	- 0 -	
ADMINISTRATIVE STAFF TOTAL				.50	- 0 -	
ANCILLARY STAFF TOTAL				.10		
TOTAL				11.85	2.00	

CLERICAL, CLASSIFIED EMPLOYEES BY SCHOOL (as of April 23, 1976)

School Lincoln Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Hyerstay, A.	Elem. School Secretary	2151005	1.00	1.00	- 0 -	- 0 -
Pensinger, D. R.	Teacher Aide	2156202	.50	.50	- 0 -	- 0 -
Wood, L. A.	Teacher Aide	2156202	.31	.31	- 0 -	- 0 -
Byrd, Linda	Teacher Aide	1324206	.75	- 0 -	Title I .75	
McNeil, Evelyn	Teacher Aide	1324206	.75	- 0 -	.75	
REGULAR CLERICAL STAFF TOTAL				1.81	1.50	

CERTIFIED EMPLOYEES BY SCHOOL (as of March 15, 1976)

School Magladry Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Baumgartner, Richard	Grade 6	Magladry 2131036	1.0	1.0	- 0 -	- 0 -
Burch, Velma	Grade 4	Magladry 2131034	1.0	1.0	- 0 -	- 0 -
Cullop, Marsha A.	Grade 3	Magladry 2131033	1.0	1.0	- 0 -	- 0 -
Hinz, Veva L.	Grade 1	Magladry 2131031	1.0	1.0	- 0 -	- 0 -
Johnson, Mary Christine	Music	Magladry 2131079	1.0	.5	- 0 -	Crest Drive .5
Parsons, Sharon	Grade 2	Magladry 2131032	1.0	1.0	- 0 -	- 0 -
Woll, Mary Lou	Grade 5	Magladry 2131035	1.0	1.0	- 0 -	- 0 -
Erickson, Virgil	Elementary Principal	Magladry 2111010	1.0	.50 teaching .50 adminis.	- 0 -	- 0 -
Lambert, Laura A.	Nurse	Health S. 4120040	.6	.1	- 0 -	Jefferson .5
Krysal, Richard	Instrumental Music			.25		
Murphey, Terry	P.E.		.50	.50	- 0 -	
Harma, Carol	Library		1.0	- 0	.50 CETA	Howard

School Magladry Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Bray, Nancy	Reading		1.0	- 0 -	.50 Title X	Crest Drive
REGULAR INSTRUCTIONAL STAFF TOTAL				7.75	1.0	
ADMINISTRATIVE STAFF TOTAL				.50	- 0 -	
ANCILLARY STAFF TOTAL	(nurse)			.10	- 0 -	
TOTAL				8.35	1.0	

CLERICAL, CLASSIFIED EMPLOYEES BY SCHOOL (as of April 23, 1976)

School Magladry Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Marx, Donna I.	Elem. School Secretary	Magladry 2151005	1.0	1.0	- 0 -	- 0 -
Root, Judylee	Clerk Typist	Magladry 1231203	1.0	- 0 -	.56 CETA	At Bailey Hill .44
REGULAR CLERICAL STAFF TOTAL				1.0	.56	

CERTIFIED EMPLOYEES BY SCHOOL (as of March 15, 1976)

School McCornack Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Aydelott, Rodger C.	Grade 3	McCornack 2131033	1.0	1.0	- 0 -	- 0 -
Baxter, Veloris	Counselor	McCornack 2131006	1.0	1.0	- 0 -	- 0 -
Bottorff, Phyllis	Grade 4	McCornack 2131034	1.0	1.0	- 0 -	- 0 -
Decker, Helen R.	Phys. Ed.	McCornack 2131085	1.0	1.0	- 0 -	- 0 -
Eckenrode, Jeannette	Grades 3-4	McCornack 2131044	1.0	1.0	- 0 -	- 0 -
Hodgen, Jill M.	Music	McCornack 2131079	1.0	1.0	- 0 -	- 0 -
Ivanoff, Donna L.	Grade 5	McCornack 2131035	1.0	1.0	- 0 -	- 0 -
Cramer, Julia A.	Grade 2	McCornack 2131032	1.0	1.0	- 0 -	- 0 -
Latham, Dorothy M.	Librarian	McCornack 2131069	1.0	.5	- 0 -	Crest Drive
Lofton, William	Grade 6	McCornack 2131036	1.0	1.0	- 0 -	- 0 -
Ludy,Tamara Lanaya	Grade 5	McCornack 2131035	1.0	1.0	- 0 -	- 0 -
Matson, E. Lesley	Grade 2	McCornack 2131032	1.0	1.0	- 0 -	- 0 -

School McCornack Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Miller, Claire E.	Resource	McCornack 2131093	1.0	1.0	- 0 -	- 0 -
Nahorney, James G.	Grade 6	McCornack 2131036	1.0	1.0	- 0 -	- 0 -
Olson, Michael F.	Phys. Ed.	McCornack 2133086	1.0	.5	- 0 -	Churchill .5
Sisney, Ann E.	Grades 2-3	McCornack 2131043	1.0	1.0	- 0 -	- 0 -
Turner, Laraine K.	Grade 4	McCornack 2131034	1.0	1.0	- 0 -	- 0 -
Villanueva, Ruth A.	Grade 1	McCornack 2131031	1.0	1.0	- 0 -	- 0 -
Wirch, Molly K.	Grade 1	McCornack 2131031	1.0	1.0	- 0 -	- 0 -
Carbajal, Ernest C.	Elementary Principal	McCornack 2111010	1.0	1.0	- 0 -	- 0 -
Padgett, Lila M.	Reading Specialist	McCornack Title I 2131089	1.0	- 0 -	.50	.5 at EEA
Cronk, Janice E.	Nurse	McCornack 4120010	1.0	.20	.30	Patterson .25
Banks, Lois C.	Math	Title I	.75	.25	.50	- 0 -
Bower, Mildred	Reading	Title I 1324208	1.0	- 0 -	.50	Adams Dist. .5
	Instrumental Music			.25	- 0 -	

School McCornack Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
REGULAR INSTRUCTIONAL	STAFF TOTAL			18.50	1.50	
ADMINISTRATIVE STAFF TOTAL				1.00		
ANCILLARY STAFF TOTAL	(nurse)			.20	.30	
TOTAL				19.70	1.80	

CLERICAL, CLASSIFIED EMPLOYEES BY SCHOOL (as of April 23, 1976)

School McCornack Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Honstein, Glenda	Teacher Aide	Title I 1324206	.75	- 0 -	.75	- 0 -
Huber, Mary A.	Teacher Aide	Title I 1324206	.81	.25	.56	- 0 -
Walton, Mildred	Teacher Aide	Title I 1324206	.75	- 0 -	.75	- 0 -
White, Doris E.	Teacher Aide	Title I 1324206	.75	- 0 -	.75	- 0 -
Whitehead, Linda	Teacher Aide	Title I 1324206	.50	- 0 -	.50	- 0 -
Beekman, J. A.	Teacher Aide	McCornack 2156202	1.0	1.0	- 0 -	- 0 -
Houghton, M. M.	Library Aide	McCornack 2157001	1.0	.56	.19	- 0 -
Easley, Roberta	Elem. School Secretary	McCornack 2151005	1.0	1.0	- 0 -	- 0 -
Converted Certified FTE (Houghton, M.M.)	Library Aide	McCornack 2157001	1.0	.25	- 0 -	- 0 -
REGULAR CLERICAL STAFF TOTAL				2.81	3.50	
CONVERTED CERTIFIED STAFF TOTAL				.25	- 0 -	
TOTAL				3.06	3.50	

CERTIFIED EMPLOYEES BY SCHOOL (as of March 15, 1976)

School Meadow Lark Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Bahret, Donald	Grade 2	Meadow L. 2131032	1.0	1.0	- 0 -	- 0 -
Bisenius, Jeanne M.	Grade 5	Meadow L. 2131035	1.0	1.0	- 0 -	- 0 -
Bryant, Walter E.	Res. Teacher	Meadow L. 2131092	.67	.67	- 0 -	- 0 -
Burnham, Mary L.	Grade 4	Meadow L. 2131034	1.0	1.0	- 0 -	- 0 -
Eimstad, Genevieve L.	Grade 1	Meadow L. 2131031	1.0	1.0	- 0 -	- 0 -
Gubrud, Joan M.	Res. Teacher	Meadow L 2131092	.67	.67	- 0 -	- 0 -
Hattrick, Lucille M.	Grade 3	Meadow L. 2131033	1.0	1.0	- 0 -	- 0 -
Hearing, Leslie	Grade 1	Meadow L. 2131031	1.0	1.0	- 0 -	- 0 -
Henderson, Donald G.	Phys. Ed.	Meadow L. 2131085	1.0	1.0	- 0 -	- 0 -
Jespersen, Paul J.	Grade 6	Meadow L. 2131036	1.0	1.0	- 0 -	- 0 -
McClellan, Jean	Librarian--Basic Skills Teacher	Meadow L. 2131069	1.0	1.0	- 0 -	- 0 -
Moen, Irene M.	Reading	Meadow L. 2131087	1.0	.5	- 0 -	Gilham .5

School Meadow Lark Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Prichard, Sharon L.	Grade 2	Meadow L. 2131032	1.0	1.0	- 0 -	- 0 -
Raffesberger, Michael	Res. Teacher	Meadow L. 2131032	.67	.67	- 0 -	- 0 -
Rauch, Jerrie	Grade 3	Meadow L. 2131033	1.0	1.0	- 0 -	- 0 -
Schwartz, James R.	Grades 5-6	Meadow L. 2131049	1.0	1.0	- 0 -	- 0 -
Shutt, Barbara	Grades 1-2	Meadow L. 2131040	1.0	1.0	- 0 -	- 0 -
VanRysselberghe, Mary	Music	Meadow L. 2131079	.5	.5	- 0 -	- 0 -
von Seeger, Marilyn	Grade 6	Meadow L. 2131036	1.0	1.0	- 0 -	- 0 -
Wenzl, Lou P.	Curriculum Associate	Meadow L. 2131010	1.0	1.0	- 0 -	- 0 -
Wright, James	Curriculum Associate	Meadow L. 2131010	1.0	1.0	- 0 -	- 0 -
Koelling, John A.	Elementary Principal	Meadow L. 2111010	1.0	1.0	- 0 -	- 0 -
Gillespie, Nance W.	Nurse	Health S. 4120010	1.0	.3	- 0 -	Willag. .3 Gilham .2 Coburg .2
Wiggins, Eleanor M.	Grades 3-4	Meadow L. 2131044	1.0	1.0	- 0 -	- 0 -
	Instrumental Music			.25	- 0 -	- 0 -

School Meadow Lark Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Bauer, Patricia A.	Kindergarten	Meadow L. 2131053	1.0	1.0	- 0 -	- 0 -
REGULAR INSTRUCTIONAL STAFF TOTAL				21.25		
ADMINISTRATIVE STAFF TOTAL				1.0		
ANCILLARY STAFF TOTAL				.30		
TOTAL				22.55		

CLERICAL, CLASSIFIED EMPLOYEES BY SCHOOL (as of April 23, 1976)

School Meadow Lark Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Milner, L. E.	Elem. School Secretary	Meadow L. 2151005	1.0	1.0	- 0 -	- 0 -
Asplund, Patsy	Teacher Aide	Meadow L. 2156202	1.0	1.0	- 0 -	- 0 -
Brewer, C. A.	Libr. Aide 4 hr Tchr.Aide 4 hrs	Meadow L. 2156202	1.0	1.0	- 0 -	- 0 -
Manley, Carolyn			.63	.63		Differentiated Staff
Mills, Sally J.	Teacher Aide		.81	.31	- 0 -	- 0 -
Mills, Sally J.	Teacher Aide	Meadow L. 2156202	.81	.25	- 0 -	Differentiated Staff
Mills, Sally J	Lunch Prog.		.81	.25	- 0 -	.25 Lunch Program
REGULAR CLERICAL STAFF TOTAL				3.31	- 0 -	- 0 -
FOOD SERVICE--CLASSIFIED				.25	- 0 -	- 0 -
DIFFERENTIATED STAFF TOTAL				.88	- 0 -	- 0 -
TOTAL				4.44		

CERTIFIED EMPLOYEES BY SCHOOL (as of March 15, 1976)

School Ellis Parker Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Chase, Wanda	Grade 2	Parker 2131032	1.0	1.0	- 0 -	- 0 -
Delue, Norman	Grades 5-6	Parker 2131049	1.0	1.0	- 0 -	- 0 -
Harris, Gary	Grades 5-6	Parker 2131049	1.0	1.0	- 0 -	- 0 -
Holland, Patricia	Grade 1	Parker 2131031	1.0	1.0	- 0 -	- 0 -
Hoyt, Patricia A.	Res. Teacher	Parker 2131092	.67	.67	- 0 -	- 0 -
Nice, Patricia A.	Res. Teacher	Parker 2131092	.67	.67	- 0 -	- 0 -
Perry, Sharon M.	Grade 3	Parker 2131033	1.0	1.0	- 0 -	- 0 -
Pippin, Ella M.	Grade 1	Parker 2131031	1.0	1.0	- 0 -	- 0 -
Puhn, Walter J.	Grade 4	Parker 2131034	1.0	1.0	- 0 -	- 0 -
Sidener, Barbara B.	Phys. Ed.	Parker 2131085	1.0	1.0	- 0 -	- 0 -
Stewart, Nancy J.	Grade 2	Parker 2131032	1.0	1.0	- 0 -	- 0 -
Tims, Margaret	Counselor	Parker 2131006	1.0	1.0	- 0 -	- 0 -

School Ellis Parker Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Winger, James A.	Grade 4	Parker 2131034	1.0	1.0	- 0 -	- 0 -
Yoast, James S.	Curriculum Associate	Parker 2131006	1.0	1.0	- 0 -	- 0 -
Hisel, Isabelle L.	Kindergarten	Parker 2131010	1.0	1.0	- 0 -	- 0 -
Keener, Gerald	Elementary Principal	Parker 2111010	1.0	1.0	- 0 -	- 0 -
Hamson, Yvonne	Mentally Retarded	EMR 2123076	1.0	1.0	- 0 -	- 0 -
Halle, Mildred K.	Nurse	Health S. 4120040	1.0	.25	- 0 -	Spencer Butte .5 Dunn .25
Tedd, Norma	Librarian	Parker 2131069	1.0	.50	- 0 -	Dunn
	Instrumental Music			.25	- 0 -	- 0 -
Price, Frosty J.	TMR			- 0 -	IED 1.0	
REGULAR INSTRUCTIONAL STAFF TOTAL				15.09	- 0 -	- 0 -
SPECIAL EDUCATION STAFF TOTAL				1.0	1.0	
ADMINISTRATIVE STAFF TOTAL ANCILLARY STAFF TOTAL (nurse)				1.0 .25	- 0 - - 0 -	
TOTAL				17.34	1.0	

CLERICAL, CLASSIFIED EMPLOYEES BY SCHOOL (as of April 23, 1976)

School Ellis Parker Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
McDonald, Laverne	Elem. School Secretary	Parker 2151005	1.0	1.0	- 0 -	- 0 -
Bates, Gloria J.	Teacher Aide	Parker 2156202	.38	.38	- 0 -	- 0 -
Works, M. V.	Teacher Aide	Parker 2156202	.63	.63	- 0 -	- 0 -
Randall, M. W.	Library Aide	Parker 2157001	.50	.50	- 0 -	- 0 -
Hart, Barbara	Teacher Aide	Parker 21562-2	.62	.62	- 0 -	Differentiated Staff release time
REGULAR CLERICAL STAFF TOTAL				2.51		
DIFFERENTIATED STAFF TOTAL				.62		
TOTAL				3.13		

CERTIFIED EMPLOYEES BY SCHOOL (as of March 15, 1976)

School Patterson Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Fair, Roberta F.	Grades 1-2-3	Patterson 2131042	1.0	1.0	- 0 -	- 0 -
Knori, Louis D.	Reading	Patterson 2131087	1.0	.5	Title I .5	- 0 -
Laws, Karrin C.	K-4	Patterson 2131051	1.0	1.0	- 0 -	- 0 -
(mat. leave April 1) Markus, Michelle	Title I Librarian	Patterson 1324208	1.0	.5	Title I .5	- 0 -
Nordquist, Sherman H.	Grades 3-6	Patterson 2131045	1.0	1.0	- 0 -	- 0 -
Pruitt, Lena	Counselor	Patterson 2131006	1.0	1.0	- 0 -	- 0 -
Reiner, David L.	K-4	Patterson 2131051	.5	.5	- 0 -	- 0 -
Ross, Jeremy	Math	Patterson 2131075	.5	.5	- 0 -	- 0 -
Samuelson, Patricia	Grades 3-6	Patterson 2131045	1.0	1.0	- 0 -	- 0 -
Scovell, Joseph H.	Grades 3-6	Patterson 2131045	1.0	1.0	- 0 -	- 0 -
Shirk, Barbara Jo	Phys. Ed.	Patterson 2131085	1.0	1.0	- 0 -	- 0 -
Smith, Nancy B.	Grades 3-6	Patterson 2131045	1.0	1.0	- 0 -	- 0 -

School Patterson Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Surovell, Barbara	Grades K-1-2-3	Patterson 2131041	1.0	1.0	- 0 -	- 0 -
Wright, Gloria	K-4	Patterson 2131051	1.0	1.0	- 0 -	- 0 -
Ferguson, Scott	Kindergarten	Patterson Kindergarten 2131053	1.0	1.0	- 0 -	- 0 -
Beninga, Max	Elementary Principal	Patterson 2111010	1.0	1.0	- 0 -	- 0 -
Stalker, Tomme J.	Speech	Patterson Title I 2123092	1.0	.30	.70	- 0 -
Haag, Florence E.	Mentally Retarded	EMR 2123076	1.0	1.0	- 0 -	- 0 -
Cronk, Janice E.	Nurse	Title I Health Ser. 2131008	1.0	.30	.20	McCornack .3F .2D
Clavin, Dana S.	Disc. Center Title I	Title I 1324208	1.0	- 0 -	Title I 1.0	- 0 -
Newell, Nancy A.	Learning Difficulties	Title I 2131063	1.0	- 0 -	Title I 1.0	- 0 -
Reckord, Nancy	K-6	Patterson 2131052	.50	.50	- 0 -	- 0 -
	Instrumental Music			.25	- 0 -	- 0 -
Burr, Ann	Adm. Intern		.25	- 0 -	.25	Teacher Corps
			(continued on next page)			

School Patterson Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
REGULAR INSTRUCTIONAL STAFF TOTAL				13.75	3.00	- 0 -
SPECIAL EDUCATION STAFF TOTAL				1.00	- 0 -	- 0 -
ADMINISTRATIVE STAFF TOTAL				1.00	.25	
ANCILLARY STAFF TOTAL	(speech; nurse)			.60	.90	
TOTAL				16.35	4.15	

CLERICAL, CLASSIFIED EMPLOYEES BY SCHOOL (as of April 23, 1976)

School Patterson Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Norman, Audrey	Elem. School Secretary	Patterson 2151005	1.0	1.0	- 0 -	- 0 -
Smalley, Sarah	Teacher Aide	Patterson 2156202	.59	.59	- 0 -	- 0 -
Russell, June E.	Library Aide	Patterson 2156001	.59	.59	- 0 -	- 0 -
Carlile, Judith A.	Teacher Aide	Patterson 1324206	.88	- 0 -	.88 (Title I: .75) (Teacher Corps: .18)	
De la Fuente, M.E.	Teacher Aide	Patterson 1324206	.50	- 0 -	.50	Title I
Petzke, Greg A.	Teacher Aide	Patterson 1324206	.75	- 0 -	.75	Title I
Schradle, P. M.	Teacher Aide	Patterson 1325206	.75	- 0 -	.75	Title I
Walker, E. E.	Teacher Aide	Patterson 1324206	.88	- 0 -	.88 (Title I .75) (Teacher Corps: .18)	
Neely, Carter	Teacher Aide	Title I 1367209	.75	- 0 -	.75	Title I
Berg, Luetta	Teacher Aide		.25	- 0 -	.25	Teacher Corps
REGULAR CLERICAL STAFF TOTAL				2.18	4.76	

CERTIFIED EMPLOYEES BY SCHOOL (as of March 15, 1976)

School River Road Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Carlson, Louise M.	Grade 1	River Road 2131031	1.0	1.0	-0-	-0-
Cornell, Robert K.	Title I (reading) and Reading Spec.	River Road 1324208	1.0	.5	Title I .5	-0-
Dearborne, Theordore	Environmental Outdoor	River Road 2131023	1.0	1.0	-0-	-0-
Ellis, Edith	Grade 3	River Road 2131033	1.0	1.0	-0-	-0-
Friday, Harriet P.	Grade 3	River Road 2131033	1.0	1.0	-0-	-0-
Ganong, Glenda L.	Grade 3	River Road 2131033	1.0	1.0	-0-	-0-
Gittins, Peggy L.	Grade 1	River Road 2131031	1.0	1.0	-0-	-0-
Gray, Anita J.	Grades 5-6	River Road 2131049	1.0	1.0	-0-	-0-
Hankins, Lidy L.	Grade 2	River Road 2131032	1.0	1.0	-0-	-0-
Hansford, Molly L.	Grade 6	River Road 2131036	1.0	1.0	-0-	-0-
Heilbronner, John F.	Environmental Outdoor	River Road 2131023	1.0	1.0	-0-	-0-
Hibbard, Helen	Grades 1-2	River Road 2131040	1.0	1.0	-0-	-0-

School River Road Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Jones, Richard E.	Librarian	River Road 2131069	1.0	.5	-0-	Silver Lea
Lay, Jean	Music	River Road 2131079	.4	.4	-0-	-0-
Marston, Peggy A.	Environmental Outdoor	River Road 2131023	.5	.5	-0-	-0-
Martin, Berdena G.	Grade 4	River Road 2131034	1.0	1.0	-0-	-0-
Michaelson, Ruth	Grade 6	River Road 2131036	1.0	1.0	-0-	-0-
Nicholson, Alice R.	Grade 4	River Road 2131034	1.0	1.0	-0-	-0-
Quigley, Betty M.	Grade 5	River Road 2131035	1.0	1.0	-0-	-0-
Reinmuth, John	Grade 4	River Road 2131034	1.0	1.0	-0-	-0-
Sanders, Harold R.	Counselor	River Road 2131006	1.0	1.0	-0-	-0-
Schaefer, Helene	Grade 5	River Road 2131035	1.0	1.0	-0-	-0-
Shaver, Eva L.	Phys. Ed.	River Road 2131085	1.0	1.0	-0-	-0-
Wilkenson, Paul C.	Phys. Ed.	River Road 2131085	1.0	1.0	-0-	-0-
Boss, LaVonne M.	Kindergarten	River Road Kindergarten 2131063	1.0	1.0	-0-	-0-

School River Road Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Shinn, Nancy	Kindergarten	River Road Kindergarten 2131053	.5	.5	-0-	-0-
Stoecker, Janis E.	Kindergarten	River Road Kindergart. 2131053	.5	.5	-0-	-0-
Whitlock, Joann	Kindergarten	River Road Kindergart. 2131053	1.0	1.0	-0-	-0-
Smith, Robert L.	Elementary Principal	2111010	1.0	1.0	-0-	-0-
Shoemaker, Betty J.	Emotionally Handicapped	2123084	1.0	1.0	-0-	-0-
Lott, Lois L.	Nurse	Health Serv. 4120010	1.0	.4	-0-	Santa Clara: .3 Silver Lea: .4
Antikajian, Karen J.	Reading; Math	Title I 1324208	1.0	.0	Title I 1.0	-0-
McQueen, Bonnie K.	Math	Title I 1223126	1.0	-0-	Title I 1.0	-0-
Hughes, Fred	Instructional Music			.25	-0-	
REGULAR INSTRUCTIONAL STAFF TOTAL				25.15	2.50	
SPECIAL EDUCATION STAFF TOTAL				1.00	-0-	
ANCILLARY STAFF ADMINISTRATIVE STAFF TOTAL				.4 1.00	-0-	
TOTAL				27.55	2.50	

CLERICAL, CLASSIFIED EMPLOYEES BY SCHOOL (as of April 23, 1976)

School River Road Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Kletzok, Ellen V.	Elementary Sch. Sec.	2151005	1.00	1.00		
Connell, Diane	Teacher Aide	2156202	.625	.625		
Sappington, Christine A.	Teacher Aide	2156202	.50	.50		
Sponseller, J.	Teacher Aide	2156202	.625	.625		
Senkel, Lucille	Library Aide	2157001	.75	.75		
Beebe, B. A.	Teacher Aide	1324206	.625	-0-	Title I .625	
Keener, C. J.	Teacher Aide	1324206	.625	-0-	Title I .625	
Liening, Rose V.	Teacher Aide	1324206	.625	-0-	Title I .625	
Pfaller, Troona A.	Teacher Aide	1324206	.625	-0-	Title I .625	
Steele, D. J.	Teacher Aide	1324206	.625	-0-	Title I .625	
Strange, P.	Teacher Aide	1324206	.625	-0-	Title I .625	
Janz, Kurt	Clerk Typist		1.00	-0-	CETA 1.00	

School River Road Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Seeley, Diana	Clerk Typist		1.00	-0-	CETA 1.00	
REGULAR CLERICAL STAFF TOTAL				3.50	5.75	

CERTIFIED EMPLOYEES BY SCHOOL (as of March 15, 1976)

School Santa Clara Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Ayers, Margaret L.	Grade 3	Santa Clara 2131033	1.0	1.0	-0-	-0-
Fast, Marce L.	Grade 6	Santa Clara 2131036	1.0	1.0	-0-	-0-
Feuerbach, Mary	Grade 2	Santa Clara 2131032	1.0	1.0	-0-	-0-
Finn, Sharon L.	Grade 2	Santa Clara 2131032	1.0	1.0	-0-	-0-
Forbes, Christine L.	Grade 1	Santa Clara 2131031	1.0	1.0	-0-	-0-
Hampton, Ellen	Reading-.5 Curr.Assoc-.5	Santa Clara 2131087	1.0	1.0	-0-	-0-
Jefferis, Kathy A.	Grades 5-6	Santa Clara 2131049	1.0	1.0	-0-	-0-
Jensen, Beverly B.	Counselor	Santa Clara 2131006	1.0	1.0	-0-	-0-
Kallunki, Richard J.	Grade 6	Santa Clara 2131036	1.0	1.0	-0-	-0-
Kapsa, Virginia	Librarian IMC	2131071	1.0	.5	-0-	Howard: .5
Knudsen, Margaret K.	Grade 2	Santa Clara 2131032	1.0	1.0	-0-	-0-
Monroe, [illegible]chael W.	Grade 4	Santa Clara 2131034	1.0	1.0	-0-	-0-

School Santa Clara Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Murdoch, Cynthia L.	Grade 1	Santa Clara 2131031	1.0	1.0	-0-	-0-
Phelps, Wilma	Curriculum Associate	Santa Clara 2131010	1.0	1.0	-0-	-0-
Robert, Martha S.	Grade 4	Santa Clara 2131034	1.0	1.0	-0-	-0-
Smith, Elva	Grade 1	Santa Clara 2131031	1.0	1.0	-0-	-0-
Smith, Loleta	Grade 3	Santa Clara 2131033	1.0	1.0	-0-	-0-
Stater, Barbara C.	Resident Teacher	Santa Clara 2131092	.67	.67	-0-	-0-
Walters, Gerald L.	Resident Teacher	Santa Clara 2131092	.67	.67	-0-	-0-
Willhite, Leslie A	Grade 5	Santa Clara 2131035	1.0	1.0	-0-	-0-
Wiper, Thomas L.	Grade 3	Santa Clara 2131033	1.0	1.0	-0-	-0-
Zaklan, Catherine	Kindergarten	Santa Clara Kindergarten 2131053	1.0	1.0	-0-	-0-
Campbell, C. David	Elementary Principal	Santa Clara 2111010	1.0	1.0	-0-	-0-
Lott, Lois L.	Nurse	Health S. 4120010	1.0	.3	-0-	River Road: .4 Silver Lea: .3
Campbell, Kathy A.	P. E.	Santa Clara 2131085	1.0	1.0	-0-	

School Santa Clara Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
	Instrumental Music			.25	-0-	
CERTIFIED FTE CHANGED TO CLASSIFIED			.875	.875		Tourillott-4 hrs. Brott - 6 hrs. Hansen - 4 hrs.
REGULAR INSTRUCTIONAL STAFF TOTAL				22.96		
ADMINISTRATIVE STAFF TOTAL				1.00		
ANCILLARY STAFF TOTAL				.30		
TOTAL				24.26		

CLERICAL, CLASSIFIED EMPLOYEES BY SCHOOL (as of April 23, 1976)

School Santa Clara Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Wall, B. Lavonne	Elem. School Secretary	2151005	1.00	1.00		
Lee, Alicia	Teacher Aide	2156202	1.00	1.00		
Tourillott, S. L.	Teacher Aide	2156202	1.00	.50		
Viegas, Doris I.	Teacher Aide	2156202	.875	.875		
Tourillott, S. L.	Teacher Aide	2156202	1.00	.50		Converted Certified Time
Brott, Norma	Teacher Aide	2131098	.75	.75		Converted Certified Time
Hansen, Salley	Teacher Aide	2131098	.50	.50		Converted Certified Time
REGULAR CLERICAL STAFF TOTAL				3.375		
CONVERTED CERTIFIED TIME TOTAL				1.750		
TOTAL				5.125		

CERTIFIED EMPLOYEES BY SCHOOL (as of March 15, 1976)

School Silver Lea Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Baggerman, Alice R.	Grades 3-4	Silver Lea 2131044	1.0	1.0	-0-	-0-
Close, Laurene E.	Grade 5	Silver Lea 2131035	1.0	1.0	-0-	-0-
Davis, Byron	Grade 3	Silver Lea 2131033	1.0	1.0	-0-	-0-
Doty, Gwendolyn	Grade 5	Silver Lea 2131035	1.0	1.0	-0-	-0-
Drummand, Bonnie J.	Counselor	Silver Lea 2131006	1.0	1.0	-0-	-0-
Gentry, Steven L.	Phys. Ed.	Silver Lea 2131085	1.0	1.0	-0-	-0-
Gessford, Marilee	Arts	Silver Lea 2131004	.5	.5	-0-	-0-
Jones, Richard E.	Librarian	Silver Lea 2131069	1.0	.5	-0-	River Road
Kneeland, Jill A.	Grade 2	Silver Lea 2131032	1.0	1.0	-0-	-0-
Madden, Myrtle V.	Reading Helper	Silver Lea 2131088	1.0	1.0	-0-	-0-
Martin, Janet	Grade 1	Silver Lea 2131031	1.0	1.0	-0-	-0-
Maydol[illegible] Nancy D.	Grade 1	Silver Lea 2131031	.5	.5	-0-	-0-

School Silver Lea Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Mersdorf, Cleora C.	Reading	Silver Lea 2131087	1.0	1.0	-0-	-0-
Overholser, Conley	Social Studies	Silver Lea 2132088	1.0	1.0	-0-	-0-
Perry, Diana K.	Grade 1	Silver Lea 2131031	5	.5	-0-	-0-
Reckord, Joshua G.	Math	Silver Lea 2131075	1.0	1.0	-0-	-0-
Shipley, Larry H.	Phys. Ed	Silver Lea 2131085	1.0	1.0	-0-	-0-
Smith, Rebecca D.	Evaluation	Silver Lea 2131026	.5	.5	-0-	-0-
Staley, Lynn K.	Grade 4	Silver Lea 2131034	1.0	1.0	-0-	-0-
Thomas, James B.	Grade 6	Silver Lea 2131036	1.0	1.0	-0-	-0-
Westberg, Alvera	Grade 2	Silver Lea 2131032	1.0	1.0	-0-	-0-
Whinihan, Elaine B.	Grade 6	Silver Lea 2131036	1.0	1.0	-0-	-0-
DeWein, William A.	Kindergarten	Silver Lea Kinderg. 2131053	1.0	1.0	-0-	-0-
Ward, Elise M.	Kindergarten	Silver Lea Kindergarten 2131035	1.0	1.0	-0-	-0-
Corner, Gordon L.	Elementary Principal	Silver Lea 2111010	1.0	1.0	-0-	-0-

School Silver Lea Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Lott, Lois L.	Nurse	Health S. 4120010	1.0	.3	- 0 -	River Road: .4 Santa Clara: .3
Kilbreath, Nancy	Ungraded	Silver Lea 2131099	1.0	1.0	- 0 -	- 0 -
	Instrumental Music			.25	- 0 -	
CONVERTED CERTIFIED FTE TO CLERICAL				.25		Desmond: 4 hrs.
REGULAR INSTRUCTIONAL STAFF TOTAL				23.00		
ADMINISTRATIVE STAFF TOTAL				1.00		
ANCILLARY STAFF TOTAL (NURSE)				.30		
TOTAL				24.30		

CLERICAL, CLASSIFIED EMPLOYEES BY SCHOOL (as of April 23, 1976)

School Silver Lea Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Harris, Cecilia A.	Elem. School Secretary	2151005	1.00	1.00		
Biehl, Fey E.	Teacher Aide	2156202	.75	.75		
Ostby, Karol J.	Teacher Aide	2156202	.63	.63		
Seydel, S. E.	Teacher Aide	2156202	.50	.50		
Cherry, Belva J.	Library Aide	2157001	.75	.75		
Desmond, Scott	Teacher Aide	2131098	.75	.25		
Converted Certified FTE: Desmond, Scott	Teacher Aide	2131098	.75	.50		Converted from .25 Certified time
REGULAR CLERICAL TOTAL				3.88		
CONVERTED CERTIFIED TOTAL				.50		
TOTAL				4.38		

CERTIFIED EMPLOYEES BY SCHOOL (as of March 15, 1976)

School Spring Creek Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Brice, Bessie	Grade 6	Spring Cr. 2131036	1.0	1.0	-0-	-0-
Debates, Richard V.	Grades 3-4	Spring Cr. 2131044	1.0	1.0	-0-	-0-
Douda, Mary L.	Grades 3-4	Spring Cr. 2131044	1.0	1.0	-0-	-0-
Dunn, Etna	Grade 1	Spring Cr. 2131031	1.0	1.0	-0-	-0-
Essig, Janet M.	Grade 2	Spring Cr. 2131032	1.0	1.0	-0-	-0-
Fulton, Beverly S.	Librarian	Spring Cr. 2131069	1.0	1.0	-0-	-0-
Garver, Virginia	Grade 1: .20 Reading .80	Spring Cr. 2131087	1.0	1.0	-0-	-0-
Handshaw, Diane L.	Grade 2	Spring Cr. 2131031	1.0	1.0	-0-	-0-
Harms, Jean E.	Music	Spring Cr. 2131079	1.0	1.0	-0-	-0-
Hearn, Susan M.	Res. Teacher	Spring Cr. 2131092	.66	.66	-0-	-0-
Hellwege, Patricia J.	Grade 2	Spring Cr. 2131032	1.0	1.0	-0-	-0-
Henry [illegible]harlotte M.	Counselor	Spring Cr. 2131006	1[illegible]	1.0	-0-	-0[illegible]

School Spring Creek Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Heyerly, Jill R.	Phys.Ed. .80 Grade 5: .20	Spring Cr. 2131085	1.0	1.0	-0-	-0-
Johnson, Janet R.	Grades 1-2	Spring Cr. 2131040	1.0	1.0	-0-	-0-
Lamb, Allen	Grades 3-4	Spring Cr. 2131044	1.0	1.0	-0-	-0-
McLaughlin, Charlotte L.	Grades 3-4	Spring Cr. 2131044	1.0	1.0	-0-	-0-
Norlin, Karen L.	Res. Teacher	Spring Cr. 2131092	.66	.66	-0-	-0-
Pynes, John F.	Curriculum Associate	Spring Cr. 2131010	1.0	1.0	-0-	-0-
Schaudt, Joanne L.	Res Teacher	Spring Cr. 2131092	.67	.67	-0-	-0-
Schwartzrock, Virginia	Grade 6	Spring Cr. 2131036	1.0	1.0	-0-	-0-
Shawver, Daniel E.	Grade 5	Spring Cr. 2131035	1.0	1.0	-0-	-0-
Smith, Charles	Curr. Assoc. Grade 5	Spring Cr. 2131035	1.0	1.0	-0-	-0-
Sparks, Patsy N.	Curr. Assoc. Grade 1	Spring Cr. 2131031	1.0	1.0	-0-	-0-
Spencer, Kristy L.	Grades 3-4	Spring Cr. 2131044	1.0	.50	-0-	-0-
Sullivan, Abigail M.	Grades 3-4	Spring Cr. 2131044	1.0	1.0	-0-	-0-

School Spring Creek Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Vincent, Ronald L.	Grade 6	Spring Cr. 2131036	1.0	1.0	-0-	-0-
Wishart, Sally J.	Grades 3-4	Spring Cr 2131044	1.0	1.0	-0-	-0-
Fletcher, Judith E.	Kindergarten	Spring Cr. Kindergart 2131053	.5	.5	-0-	-0-
Jones, Lawrence M.	Kindergarten	" " 2131053	1.0	1.0	-0-	-0-
Walker, Sallie	Elementary Principal	Spr. Creek 2111010	1.0	1.0	-0-	-0-
Showmaker, Patricia G.	Nurse	Health S. 4120010	.4	.4	-0-	-0-
Blankenship, Gay	Instrumental Music			.25	-0-	
REGULAR INSTRUCTIONAL STAFF TOTAL				27.25	-0-	
ADMINISTRATIVE STAFF TOTAL				1.00	-0-	
ANCILLARY STAFF TOTAL				.40	-0-	
TOTAL				28.65	-0-	

CLERICAL, CLASSIFIED EMPLOYEES BY SCHOOL (as of April 23, 1976)

School Spring Creek Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Krug, Ilene J.	Secretary	2151005	1.00	1.00		
Liptrap, Betty	Teacher Aide	2156202	1.00	1.00		
Petersen, M.	Teacher Aide	2156202	1.00	.88 Reg .12 Diff Staff		.12 FTE DIFF. Staff
Warren, P.	Teacher Aide	2156202	1.00	.81 Reg. .19 Diff. Staff		.19 FTE Diff Staff
Carter, B. K.	Lib. Aide	2157001	.88	.50 Reg .38 Diff Staff		.38 FTE Diff. Staff
Lantz, Wilma	Teacher Aide		.50	.50 Diff Staff		Differentiated Staff
REGULAR CLERICAL STAFF TOTAL				4.19		
DIFFERENTIATED CLERICAL STAFF TOTAL				1.19		
TOTAL				5.38		

CERTIFIED EMPLOYEES BY SCHOOL (as of March 15, 1976)

School Twin Oaks Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Alvestad, Patricia A.	Reading	Twin Oaks 2131087	1.0	.5	- 0 -	Crest Drive
Erb, Donald E.	Phys. Ed.	Twin Oaks 2131085	1.0	.5	- 0 -	Crest Drive
Garvin, Virginia	Grade 1	Twin Oaks 2131031	1.0	1.0	- 0 -	- 0 -
Grazer, Hope	Grade 1	Twin Oaks 2131031	1.0	1.0	- 0 -	- 0 -
Larson, Terrence M.	Grade 4	Twin Oaks 2131034	1.0	1.0	- 0 -	- 0 -
Marshall, Christine A.	Grade 2	Twin Oaks 2131032	1.0	1.0	- 0 -	- 0 -
McKay, Sharon M.	Grade 3	Twin Oaks 2131033	1.0	1.0	- 0 -	- 0 -
(Prichard) Mitchell, Sue Ann	Grades 3-4	Twin Oaks 2131044	1.0	1.0	- 0 -	- 0 -
Moore, Kenneth	Grade 6	Twin Oaks 2131036	1.0	1.0	- 0 -	- 0 -
Ruiz, Jeanne M.	Grade 3	Twin Oaks 2131033	1.0	1.0	- 0 -	- 0 -
Smith, Carol L. Nielsen	Grade 6	Twin Oaks 2131036	1.0	1.0	- 0 -	- 0 -
Smith, Janet L.	Music Specialist	Twin Oaks 1334128	1.0	.5	- 0 -	Bailey Hill: .5

School Twin Oaks Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Temple, Michael E.	Grade 5	Twin Oaks 2131035	1.0	1.0	- 0 -	- 0 -
Schrader, Mary L.	Kindergarten	Twin Oaks Kindergarten 2131053	1.0	1.0	- 0 -	- 0 -
Thiessen, Alfred	Elementary Principal	Twin Oaks 2111010	1.0	1.0	- 0 -	- 0 -
Abbot, Joann (Jodi)	Counselor; Nurse	Twin Oaks Health S. 2131006	1.0	.5 counselor; .2 nurse	- 0 -	Bailey Hill: .3 Nurse
	Instrumental Music			.25	- 0 -	
Glassow, Patricia	EMR Intermediate	2131020	[illegible].0	.40	- 0 -	.4 Westmoreland .2 District
REGULAR INSTRUCTIONAL STAFF TOTAL				13.25		
SPECIAL EDUCATION STAFF TOTAL				.40		
ADMINISTRATIVE STAFF TOTAL				1.00		
ANCILLARY STAFF TOTAL				.20		
TOTAL				14.85		

CLERICAL, CLASSIFIED EMPLOYEES BY SCHOOL (as of April 23, 1976)

School Twin Oaks Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Hollins, Wilna	Elem. School Secretary	2151005	1.00	1.00		
Shoup, Maude	Library Aide Teacher Aide	2156202	1.00	1.00		
Whittington, O. M.	Teacher Aide	2156202	.125	.125		
REGULAR CLERICAL STAFF TOTAL				2.125		

CERTIFIED EMPLOYEES BY SCHOOL (as of March 15, 1976)

School Washington Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Barksdale, Nancy J.	Phys. Educ.	Washington 2131085	.5	.5	-0-	-0-
Bellinger, Margaret J.	Grade 5	Washington 2131035	1.0	1.0	-0-	-0-
Brown, Jaquelyn	Grades 2/3	Washington 2131043	.5	.5	-0-	-0-
Brun, Glenn Ellen	School within a school	Washington 2131095	1.0	1.0	-0-	-0-
Conkey, Mary Jayne	Grade 4	Washington 2131034	1.0	1.0	-0-	-0-
Cooney, Kenneth	Grade 6	Washington 2131036	1.0	1.0	-0-	-0-
Geiseman, Sandra J.	Grade 1	Washington 2131031	1.0	1.0	-0-	-0-
Jacobson, Bonnie F.	Grad. Prog.	Washington 2131094	1.0	1.0	-0-	.83 to teacher .17 to supervisor
Larson, Ronald A.	Grade 6	Washington 2131036	1.0	1.0	-0-	-0-
Laswell, Iris A.	Reading Helper	Washington 2131088	1.0	1.0	-0-	-0-
Lewis, Eloise M.	Music	Washington 2131088	1.0	1.0	-0-	-0-
Lindley, Harryette J.	Grade 1	Washington 2131031	1.0	1.0	-0-	-0-

School Washington Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Akins, Catherine M.	Grades 2/3	Washington 2131043	1.0	1.0	-0-	-0-
Lutes, Kathryn B.	Counselor	Washington 2131006	1.0	1.0	-0-	-0-
Lynch, Philip J.	Grade 2	Washington 2131032	1.0	1.0	-0-	-0-
Maydole, Thor K.	School within a school	Washington 2131095	1.0	1.0	-0-	-0-
Mortensen, Boyd	Grade 4	Washington 2131034	1.0	1.0	-0-	-0-
Revis, V. Joeann	Grade 2	Washington 2131032	1.0	1.0	-0-	-0-
Rice, Patricia R.	Grade 1	Washington 2131031	1.0	1.0	-0-	-0-
Sanders, Donald A.	Grade 3	Washington 2131033	1.0	1.0	-0-	-0-
Spickerman, Bonnie J.	Grades 2/3	Washington 2131043	.5	.5	-0-	-0-
Winbigler, Thomas D.	Education	Washington 2131085	1.0	1.0	-0-	-0-
Woodson, Opal	Grade 5	Washington 2131035	1.0	1.0	-0-	-0-
Feldman, Mary Ann	Kindergarten	Washington Kindergarten 2131053	1.0	1.0	-0-	-0-
Jahnke, Mary Ann	Kindergarten	Washington 2131053	1.0	1.0	-0-	-0-

School Washington Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Broyles, Clifford	Elementary Principal	Washington 211010	1.0	1.0	-0-	-0-
Arnold, Barbara L.	Nurse	4120040	1.0	.3	-0-	Monroe .4 Willakenzie .3
Erb, Rosemary	Inst. Music			.25	-0-	
Gaddy, Emmett W.	Librarian	Librarian 2131069	-0-		CETA .50	Willakenzie .50
REGULAR INSTRUCTIONAL STAFF TOTAL				23.75	.50	
ADMINISTRATIVE STAFF TOTAL				1.00	-0-	
ANCILLARY STAFF TOTAL	(Nurse)			.30	-0-	
TOTAL				25.05	.50	

CLERICAL, CLASSIFIED EMPLOYEES BY SCHOOL (as of April 23, 1976)

School Washington Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Veatch, Kay F.	Elem. Sch. Secretary	2151005	1.0	1.0	-0-	
Cook, Addie	Tch. Aide	2156202	1.0	1.0	-0-	
Critchfield, Lynne	Tch. Aide	2156202	.75	.50	-0-	.25 Lunch Program
Homer, Elizabeth	Tch. Aide	2156202	1.0	1.0	-0-	
Goldstein, Wendy	Aide Handicapped		.38	-0-	.38	
REGULAR CLERICAL STAFF TOTAL				3.50	-0-	
SPECIAL ED. STAFF TOTAL				-0-	.38	
TOTAL				3.50	.38	

CERTIFIED EMPLOYEES BY SCHOOL (as of March 15, 1976)

School Westmoreland Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Aydelott, Lela M.	Grade 3	Westmoreland 2131033	1.0	1.0	- 0 -	- 0 -
Balint, Maria A.	Arts	Westmoreland 2131004	1.0	1.0	- 0 -	- 0 -
Bauer, William L.	Grade 6	Westmoreland 2131036	1.0	1.0	- 0 -	- 0 -
Bennett, Donald	Resource	Westmoreland 2131093	1.0	1.0	- 0 -	- 0 -
Desler, Shirley L.	Grade 1	Westmoreland 2131031	1.0	1.0	- 0 -	- 0 -
Dill, Esther	Grade 2	Westmoreland 2131032	1.0	1.0	- 0 -	- 0 -
Fea, Margaret	Grade 1	Westmoreland 2131031	1.0	1.0	- 0 -	- 0 -
Giles, Sally S.	Grade 2	Westmoreland 2131032	1.0	1.0	- 0 -	- 0 -
Holte, Chalmers P.	Phys. Ed.	Westmoreland 2131085	1.0	1.0	- 0 -	- 0 -
Johnson, Helen	Grade 5	Westmoreland 2131035	1.0	1.0	- 0 -	- 0 -
Kennel, Paul	Grade 4	Westmoreland 2131034	1.0	1.0	- 0 -	- 0 -
Libke, Helen	Reading	Westmoreland 2133090	1.0	1.0	- 0 -	- 0 -

School Westmoreland Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Mansell, Virginia F.	Grade 3	Westmoreland 2131033	1.0	1.0	- 0 -	- 0 -
McKalip, Keith J.	Counselor	Westmoreland 2131006	1.0	1.0	- 0 -	- 0 -
Miller, Walter	Media Specialist	Westmoreland 2131077	1.0	1.0	- 0 -	- 0 -
Nye, Jean	Grade 2	Westmoreland 2131032	1.0	1.0	- 0 -	- 0 -
O'Connor, Helene	Grade 5	Westmoreland 2131035	1.0	1.0	- 0 -	- 0 -
Quasdorf, Bonny	Grade 1	Westmoreland 2131031	1.0	1.0	- 0 -	- 0 -
Saxton, Betty M.	Grade 6	Westmoreland 2131036	1.0	1.0	- 0 -	- 0 -
Tapp, Ara	Grade 4	Westmoreland 2131034	1.0	1.0	- 0 -	- 0 -
Vancil, Lucille	Grade 3	Westmoreland 2131033	1.0	1.0	- 0 -	- 0 -
Beals, Jean	Kindergarten	Westmoreland Kindergarten 2131053	1.0	1.0	- 0 -	- 0 -
Martin, Maybelle	Kindergarten	Westmoreland Kindergarten 2131053	1.0	1.0	- 0 -	- 0 -
Hochstatter, H. Thomas	Elementary Principal	Westmoreland 2111010	1.0	1.0	- 0 -	- 0 -
Rubini, Doris M.	Nurse	Health S. 4120010	1.0	.3	- 0 -	Adams: .2 Clinic: .4 Opp. Cntr.: .1

Sch Westmoreland Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
	Instrumental Musician			.25	- 0 -	
Glassow, Patricia	EMR Intermediate	2131020	1.0	.40	- 0 -	Westmoreland: .40 District: .20
REGULAR INSTRUCTIONAL STAFF TOTAL				23.25	- 0 -	
ADMINISTRATIVE STAFF TOTAL				1.00	- 0 -	
SPECIAL EDUCATION STAFF TOTAL				.40	- 0 -	
ANCILLARY STAFF TOTAL	(nurse)			.30	- 0 -	
TOTAL				24.95	- 0 -	

CLERICAL, CLASSIFIED EMPLOYEES BY SCHOOL (as of April 23, 1976)

School Westmoreland Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Cable, Martha	Elem. School Secretary	2151005	1.0	1.0	- 0 -	- 0 -
Holbrook, Iva M.	Teacher Aide	2156202	1.0	1.0	- 0 -	- 0 -
Merrill, Patty A.	Teacher Aide	2156202	.19	.19	- 0 -	- 0 -
Metzer, Ida M.	Teacher Aide	2156202	1.0	1.0	- 0 -	- 0 -
Kimura, Marcia	Library Aide	2157001	.5	.5	- 0 -	- 0 -
REGULAR CLERICAL STAFF TOTAL				3.69		

CERTIFIED EMPLOYEES BY SCHOOL (as of March 15, 1976)

School Whiteaker Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Andrews, Eileen	Learning Dif. Title I	Whiteaker 1324208	1.0	.5	Title I .5	- 0 -
Branom, Sandra L.	Grades 1-2	Whiteaker 2131040	1.0	1.0	- 0 -	- 0 -
Dean, Richard L.	Grade 6	Whiteaker 2131036	1.0	1.0	- 0 -	- 0 -
Dougall, Jane M.	Learning Dif. Title I	Whiteaker 1324208	1.0	.5	Title I .5	
Hodges, James	Child Dev. Spec. Couns. Title I	Whiteaker	1.0	.5	Title I .5	- 0 -
Ingwerson, Lucille M.	Librarian	Whiteaker 2131069	1.0	.5	- 0 -	Adams
Lowry, Becky J.	Grade 4	Whiteaker 2131034	1.0	1.0	- 0 -	- 0 -
McClellan, Nancy L.	Grade 5	Whiteaker 2131035	1.0	1.0	- 0 -	- 0 -
Overholser, Billie	Grade 1	Whiteaker 2131031	1.0	1.0	- 0 -	- 0 -
Penfield, Thomas C.	Phys. Ed.	Whiteaker 2131085	1.0	1.0	- 0 -	- 0 -
Schaffer, Elaine D.	Learning Dif. Title I	Whiteaker 1324208	1.0	.5	Title I .5	- 0 -
Shelley, Lynette R.	Grade 3	Whiteaker 2131033	1.0	1.0	- 0 -	- 0 -

School Whiteaker Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Silbert, Jerome	Extreme Learning Problem	Whiteaker 2131021	1.0	.5	Title I .5	- 0 -
Heidrich, Delores	Kindergarten	Whiteaker Kindergarten 2131053	1.0	1.0	- 0 -	- 0 -
Burgess, Walter	Elementary Principal	Whiteaker 2111010	1.0	1.0	- 0 -	- 0 -
Winchester, Doris A.	Nurse	Health S. 4120010	.9	.4	.2	St. Mary's: .2 Lincoln: .1
Bass, Mary S.	Reading Title I	Title I	.4	.0	.4	- 0 -
	Instrumental Music			.25	- 0 -	
REGULAR INSTRUCTIONAL STAFF TOTAL				11.25	2.90	
ADMINISTRATIVE STAFF TOTAL				1.00	- 0 -	
ANCILLARY STAFF TOTAL	(nurse)			.40	.20	
TOTAL				12.65	3.10	

CLERICAL, CLASSIFIED EMPLOYEES BY SCHOOL (as of April 23, 1976)

School Whiteaker Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Sprague, Gwen L.	Elem. School Secretary	2151005	1.0	1.0	- 0 -	- 0 -
Sullivan, Karen S.	Teacher Aide	2156202	.4375	.0625	Title I .375	- 0 -
Kane, Erma	Library Aide	2157001	.50	.50	- 0 -	- 0 -
Davis, Dorothy	Teacher Aide	1324206	.875	- 0 -	Title I .875	- 0 -
De Roos, Diane	Teacher Aide	1324206	.4375	.0625	Title I .375	- 0 -
Filcher, Rose	Teacher Aide	1324206	.4375	.0625	Title I .375	- 0 -
Lewis, Phyllis C.	Teacher Aide	1324206	.4375	.0625	Title I .375	- 0 -
Moore, Marilyn A.	Teacher Aide	1324206	.4375	.0625	Title I .375	- 0 -
Thomas, Janet E.	Teacher Aide	1324206	.4375	.0625	Title I .375	- 0 -
Turner, Janet R.	Teacher Aide	1324206	.625	- 0 -	Title I .625	- 0 -
Bucholz, Joanne	Title I	1324208	.4375	.0625	Title I .375	- 0 -
Meier, Mary	Title I	1324208	.75	- 0 -	Title I .75	- 0 -

School Whiteaker Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
REGULAR CLERICAL STAFF	TOTAL			1.9375	4.8750	

CERTIFIED EMPLOYEES BY SCHOOL (as of March 15, 1976)

School Willagillespie Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Ambrose, Jean M.	Grade 3	Willagillespie 2131033	1.0	1.0	- 0 -	- 0 -
Douroux, Aloma M.	Grade 4	Willagillespie 2131034	1.0	1.0	- 0 -	- 0 -
Fults, Dortha	Grade 4	Willagillespie 2131034	1.0	1.0	- 0 -	- 0 -
Gleason, Susan K.	Grades 5/6	Willagillespie 2131049	1.0	1.0	- 0 -	- 0 -
Hayden, Lorelea A.	Grade 2	Willagillespie 2131032	.5	.5	- 0 -	- 0 -
Hill, Charlotte K.	Grade 2	Willagillespie 2131032	.5	.5	- 0 -	- 0 -
Holden, Marilee	Grade 3	Willagillespie 2131033	.5	.5	- 0 -	- 0 -
Husser, Marilyn G.	Music	Willagillespie 2131079	1.0	.5	- 0 -	Adams
Lawrence, Gloreen M.	Grade 1	Willagillespie 2131031	1.0	1.0	- 0 -	- 0 -
Lazar, Michael J.	Grades 5/6	Willagillespie 2131049	1.0	1.0	- 0 -	- 0 -
Ludwig, Dennis M.	Phys. Educ.	Willagillespie 2133086	1.0	.5	- 0 -	Sheldon
McElroy, Joan	Grades 5/6	Willagillespie 2131049	1.0	1.0	- 0 -	- 0 -

School Willagillespie Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
McKenzie, Julie A.	Grades 5/6	Willagillespie 2131049	1.0	1.0	- 0 -	- 0 -
Merten, Gretchen L.	Grade 3	Willagillespie 2131033	.5	.5	- 0 -	- 0 -
Prime, Lorena E.	Grade 2	Willagillespie 2131032	1.0	1.0	- 0 -	- 0 -
Randall, Paul	Counselor	Willagillespie 2131006	1.0	1.0	- 0 -	- 0 -
Winterbottom, Lilian	Grade 1	Willagillespie 2131031	1.0	1.0	- 0 -	- 0 -
Young, Anita G.	Librarian	Willagillespie 2131069	1.0	1.0	- 0 -	- 0 -
Greathouse, Carol	Kindergarten	Willagillespie Kindergarten 2131053	1.0	1.0	- 0 -	- 0 -
Young, Yvonne	Kindergarten	Willagillespie Kindergarten 2131053	1.0	1.0	- 0 -	- 0 -
Brott, Michael	Elementary Principal	Willagillespie 2111010	1.0	1.0	- 0 -	- 0 -
Gillespie, Nance W.	Nurse	Willagillespie 4120010	1.0	.3	- 0 -	Coburg: .2 Gilham: .2 Mdlk.: .3
	Instr. Music	Willagillespie		.25	- 0 -	
Converted Certified FTE				- 0 -	Title IV .38	

School Willagillespie Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
REGULAR INSTRUCTIONAL STAFF TOTAL				17.25	.38	
ADMINISTRATIVE STAFF TOTAL				1.00	- 0 -	
ANCILLARY STAFF TOTAL				.30	- 0 -	
TOTAL				18.55	.38	

CLERICAL, CLASSIFIED EMPLOYEES BY SCHOOL (as of April 23, 1976)

School Willagillespie Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Mountain, Veora	Elem. School Secretary	2151005	1.0	1.0	- 0 -	- 0 -
French, Susan C.	Teacher Aide	2156202	.56	.56	- 0 -	- 0 -
Trunnell, Vivian	Teacher Aide	2156202	.63	.63	- 0 -	- 0 -
Sherman, Kathy	Library Aide	2157001	.50	.50	- 0 -	- 0 -
Lynch, Marilyn			.75	- 0 -	Title IV .75	converted from certified: .38
REGULAR CLERICAL STAFF TOTAL				2.69	- 0 -	
REALLOCATED CERTIFIED STAFF TOTAL				- 0 -	.75	
TOTAL				2.69	.75	

CERTIFIED EMPLOYEES BY SCHOOL (as of March 15, 1976)

School Willakenzie Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Baughman, Myra A.	Grades 1-2-3	Willakenzie 2131042	1.0	1.0	- 0 -	- 0 -
Benson, Robert S.	Grades 3-4	Willakenzie 2131044	1.0	1.0	- 0 -	- 0 -
Bishop, Mary Lou	Special Grad Program Grades 4-5	Willakenzie 2131094	1.0	1.0	- 0 -	- 0 -
Bullock, Vivienne H.	Grades 1-2	Willakenzie 2131040	1.0	1.0	- 0 -	- 0 -
Hardin, Jan C.	Phys. Ed.	Willakenzie 2131085	1.0	.5	- 0 -	Sheldon: .5
Hayes, Dorothy R.	Reading	Willakenzie 2131087	1.0	1.0	- 0 -	- 0 -
Hirtzel, Donald L.	Grades 2-3	Willakenzie 2131043	1.0	1.0	- 0 -	- 0 -
Huling, Sally, L.	Grades 5-6	Willakenzie 2131049	1.0	1.0	- 0 -	- 0 -
Jensen, Janice C.	Grade 1	Willakenzie 2131031	1.0	1.0	- 0 -	- 0 -
Little, Ronald V.	Counselor	Willakenzie 2131006	1.0	.73	Title IV .27	- 0 -
Mandelblatt, David A.	Grades 5-6	Willakenzie 2131049	1.0	1.0	- 0 -	- 0 -
Neimand, Helen M.	Grades 3-4	Willakenzie 2131044	1.0	1.0	- 0 -	- 0 -

School Willakenzie Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Otley, Eleanor	Grades 2-3	Willakenzie 2131043	1.0	1.0	- 0 -	- 0 -
Skaug, Byron M.	Grades 5-6	Willakenzie 2131049	1.0	1.0	- 0 -	- 0 -
Wiemer, Patricia E.	Kindergarten	Willakenzie Kindergarten 2131053	1.0	1.0	- 0 -	- 0 -
Johnson, Margaret	Elementary Principal	Willakenzie 2111010	1.0	1.0	- 0 -	- 0 -
Moore, Corine E.	Mentally Retarded	EMR 2123076	1.0	1.0	- 0 -	- 0 -
Tracy, Ellen	Emotionally Handicapped	EMR 2123084	1.0	1.0	- 0 -	- 0 -
Arnold, Barbara L.	Nurse	Health S. 4120040	1.0	.3	- 0 -	Monroe: .4 Washington: .3
Burnell, Jacque M.	Music	2131079	.5	.5	- 0 -	- 0 -
Gaddy, Emmett W.	Librarian	2131069	1.0	- 0 -	.5 CETA	Washington: .5
	Instrumental Music			.25	- 0 -	
Converted Certified FTE to Classified				- 0 -	Title IV .375	Peters: 6 hrs.

School Willakenzie Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
REGULAR INSTRUCTIONAL STAFF TOTAL				14.98	1.145	
ADMINISTRATIVE STAFF TOTAL				1.00	- 0 -	
ANCILLARY STAFF TOTAL	(nurse)			.30	- 0 -	
SPECIAL EDUCATION STAFF TOTAL				2.00	- 0 -	
TOTAL				18.28	1.145	

CLERICAL, CLASSIFIED EMPLOYEES BY SCHOOL (as of April 23, 1976)

School Willakenzie Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Martin, M. F.	Elem. School Secretary	2151005	1.0	1.0	- 0 -	- 0 -
Jones, Val R.	Teacher Aide	2156202	.50	.50	- 0 -	- 0 -
Kimball, Wanda	Teacher Aide	2156202	.50	.50	- 0 -	- 0 -
Klope, M. J.	Teacher Aide	2156202	.88	.88	- 0 -	- 0 -
Peters, George Ann			.75	- 0 -	Title IV .75	Converted Certified Time
REGULAR CLERICAL STAFF TOTAL				2.88		
REALLOCATED CERTIFIED STAFF TOTAL					.75	
TOTAL				2.88	.75	

CERTIFIED EMPLOYEES BY SCHOOL (as of March 15, 1976)

School Willard Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Gillman (Cooney), Vivian	Grades 5/6	Willard 2131049	1.0	1.0	- 0 -	- 0 -
Embree, Donna L.	Grades 5/6	Willard 2131049	1.0	1.0	- 0 -	- 0 -
Ettel, Jean	Grades 1/2	Willard 2131040	1.0	1.0	- 0 -	- 0 -
Farquhar, Arline	Grade 3	Willard 2131033	1.0	1.0	- 0 -	- 0 -
Holman, Anne	Grades 3/4	Willard 2131044	1.0	1.0	- 0 -	- 0 -
Horn, Anndria	Grades 4/5/6	Willard 2131048	1.0	1.0	- 0 -	- 0 -
Houglum, Ladelle	Grades 5/6	Willard 2131049	1.0	1.0	- 0 -	- 0 -
Ing, Russell P.	Phys. Educ.	Willard 2131085	1.0	1.0	- 0 -	- 0 -
Knott, Evelyn	Counselor	Willard 2131006	1.0	1.0	- 0 -	- 0 -
Leighton, Ester	Grade 4	Willard 2131034	1.0	1.0	- 0 -	- 0 -
Niems, Betty J.	Reading Spec.	Willard 2131089	1.0	1.0	- 0 -	- 0 -
Scheer, Marilee	Art/Music	Willard 2131005	1.0	1.0	- 0 -	- 0 -

School Willard Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Thompson, Sarah A.	Grades 1/2	Willard 2131040	1.0	1.0	- 0 -	- 0 -
Waisanen, Dolores J.	Grades 1/2	Willard 2131040	1.0	1.0	- 0 -	- 0 -
Wilson, Katherine	Librarian	Willard 2131069	1.0	1.0	- 0 -	- 0 -
Zigler, Ellen	Grades 3/4	Willard 2131044	1.0	1.0	- 0 -	- 0 -
Widney, Patricia M.	Kindergarten	Willard Kindergarten 2131053	1.0	1.0	- 0 -	- 0 -
Eckenrode, Donald J.	Elem. Princ.	Willard 2111010	1.0	1.0	- 0 -	- 0 -
Smith, Linda K.	Mentally Retarded	2123076	1.0	1.0	- 0 -	- 0 -
Peterson, Ann L.	Emotionally Handicapped	2123084	1.0	1.0	- 0 -	- 0 -
Patton, Doris	Nurse	Health S. 4120010	1.0	.3	- 0 -	Edgewood: .3 Fox Hollow: .2 Crest Dr.: .2
Rubinstein, Peggy	Instru. Mus.		1.0	.25	- 0 -	
REGULAR INSTRUCTIONAL STAFF TOTAL				17.25	- 0 -	
SPECIAL EDUCATION STAFF TOTAL				2.00	- 0 -	
ADMINISTRATIVE STAFF TOTAL				1.00	- 0 -	
ANCILLARY STAFF TOTAL	(nurse)			.30	- 0 -	
TOTAL				20.55	- 0 -	

CLERICAL, CLASSIFIED EMPLOYEES BY SCHOOL (as of April 23, 1976)

School Willard Elementary

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Stone, Patricia	Elem. School Secretary	2151005	1.0	1.0	- 0 -	- 0 -
Carney, Leanne	Teacher Aide	2156202	.63	.63	- 0 -	- 0 -
Hudspeth, Cecilia A.	Teacher Aide	2156202	.50	.50	- 0 -	- 0 -
Inch, Mary E.	Teacher Aide	2156202	.50	.50	- 0 -	- 0 -
De Forest, Bev	Library Aide	2157001	.50	.50	- 0 -	- 0 -
Bowers, Sheri G.	Teacher Aide EH Program	2123201	1.0	1.0	- 0 -	- 0 -
REGULAR CLERICAL STAFF TOTAL				3.13		
SPECIAL EDUCATION CLERICAL STAFF TOTAL				1.00		
TOTAL				4.13		

CERTIFIED EMPLOYEES BY SCHOOL (as of March 15, 1976)

School Jefferson Junior High

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Atwood, Lenora	Journalism; Math	Jefferson 2132048	1.0	1.0	- 0 -	- 0 -
Baker, Joy B.	Lang. Arts	Jefferson 2132051	1.0	1.0	- 0 -	- 0 -
Blackburn, Ann G.	Counselor	Jefferson 2132019	1.0	1.0	- 0 -	- 0 -
Blackburn, James E.	Industrial Arts	Jefferson 2132041	1.0	1.0	- 0 -	- 0 -
Bottorff, James A.	Mathematics	Jefferson 2132064	1.0	1.0	- 0 -	- 0 -
Colee, Mary	Home Ec.	Jefferson 2132039	1.0	1.0	- 0 -	- 0 -
Denson, Denny F.	Lang. Arts Soc. Studies Reading	Jefferson 2132060	1.0	1.0	- 0 -	- 0 -
Haffner, Robert W.	Mathematics	Jefferson 2132064	1.0	1.0	- 0 -	- 0 -
Hansen, Harvey C.	Mathematics	Jefferson 2132064	1.0	1.0	- 0 -	- 0 -
Harris, Richard D.	Health	Jefferson 2132035	1.0	1.0	- 0 -	- 0 -
Haskins, Becky	Lang. Arts	Jefferson 2132051	1.0	.66	- 0 -	- 0 -
Hayward, Billye	Reading	Jefferson 2132075	1.0	1.0	- 0 -	- 0 -

School Jefferson Junior High

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Holsapple, Hunt T.	Phys. Ed.	Jefferson 2132072	.83	.83	- 0 -	- 0 -
Jagger, Alice B.	Soc. Studies	Jefferson 2132081	1.0	1.0	- 0 -	- 0 -
Jessen, Wilbur H.	AV-Science	Jefferson 2132006	1.0	1.0	- 0 -	- 0 -
Kincaid, Patricia	Mathematics	Jefferson 2132064	.5	.5	- 0 -	- 0 -
Kribs, Cecil S.	Jr. High Asst. Prin.	Jefferson 2114040	1.0	1.0	- 0 -	- 0 -
Kronenberg, Stephen	Science	Jefferson 2132077	1.0	1.0	- 0 -	- 0 -
Larsen, Clarence J.	Soc. Studies	Jefferson 2132081	1.0	1.0	- 0 -	- 0 -
Lewis, Royce W.	Orchestra	Jefferson 2132070	1.0	.17	- 0 -	Churchill
Linne, Lorraine	Librarian	Jefferson 2132063	1.0	1.0	- 0 -	- 0 -
Lockard, H. James	Arts & Crafts	Jefferson 2132003	.67	.67	- 0 -	- 0 -
Lund, Albert	Soc. Studies	Jefferson 2132081	1.0	1.0	- 0 -	- 0 -
McManus, Edward C.	Band	Jefferson 2133011	1.0	.33	- 0 -	Churchill
Michelson, Donald R.	Science	Jefferson 2132077	1.0	1.0	- 0 -	- 0 -
Miller, Steven L.	Phys. Ed.	Jefferson 2132072	1.0	1.0	- 0 -	- 0 -

School Jefferson Junior High

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Murdock, Mary	Spanish	Jefferson 2132092	1.0	1.0	- 0 -	- 0 -
Ouzounian, Robert	Emotionally Handicapped	Jefferson 2132025	1.0	Special Ed. 1.0	- 0 -	- 0 -
Rowan, Maxine	Phys. Ed.	Jefferson 2132072	1.0	1.0	- 0 -	- 0 -
Roxberg, Dale M.	Ind. Arts	Jefferson 2132041	1.0	1.0	- 0 -	- 0 -
Schick, Estley	Music	Jefferson 2132069	1.0	.5	- 0 -	.5 Spencer Butte
Sherrell, Paul E.	Science	Jefferson 2132077	1.0	1.0	- 0 -	- 0 -
Simond, Denise	Phys. Ed.	Jefferson 2132072	1.0	1.0	- 0 -	- 0 -
Slemp, James W.	Lang. Arts	Jefferson 2132051	1.0	1.0	- 0 -	- 0 -
Swartz, Edward C.	Reading	Jefferson 2132075	1.0	.5	- 0 -	.5 Opportunity Center
Tedd, William	Soc. Studies	Jefferson 2132081	1.0	1.0	- 0 -	- 0 -
Wade, Judith E.	Lang. Arts	Jefferson 2132051	.67	.67	- 0 -	- 0 -
Westergaard, George H.	Soc. Studies	Jefferson 2132081	1.0	1.0	- 0 -	- 0 -
Williamson, Linda A.	Art	Jefferson 2132001	1.0	1.0	- 0 -	- 0 -

School Jefferson Junior High

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Wolfgang, Jean R.	Band	Jefferson 2132008	.34	.17	- 0 -	.17 Spencer Butte
Callaway, James	Junior High Principal	Jefferson 2112020	1.0	1.0	- 0 -	- 0 -
Dumdi, Eleanor H.	Adm. Intern	Jefferson 2131003	1.0	.5 teaching .5 adminis.	- 0 -	.24 FTE
Lambert, Laura A.	Nurse	Health Services 4120040	.6	.5	- 0 -	.1 Magladry
Schmahl, Lynn E.	Emotionally Handicapped	Title I 2132025	1.0	- 0 -	Special Ed. 1.0	- 0 -
Brown, Mary E.	Mathematics	Jefferson 2132064	.67	.67	- 0 -	- 0 -
Bendix, Betty J.	Fall P.E.	Jefferson 2132072	.50	.50	- 0 -	- 0 -
Stout, Cory	TMR		1.0	- 0 -	IED 1.0	
REGULAR INSTRUCTIONAL STAFF TOTAL				34.67		
SPECIAL EDUCATION STAFF TOTAL				1.00	2.0	
ADMINISTRATIVE STAFF TOTAL (Principal, Vice Principal, Adm. Intern)				2.50		
ANCILLARY STAFF TOTAL	(Nurse)			.50		
TOTAL				38.67	2.0	

CLERICAL, CLASSIFIED EMPLOYEES BY SCHOOL (as of April 23, 1976)

School Jefferson Junior High

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Allen, Leora	JHS Secretary	2152020	1.0	1.0	- 0 -	- 0 -
Crane, Shirley A.	JHS Clerk-Typist	2152010	.50	.50	- 0 -	- 0 -
Erickson, Gaile L.	" "	"	.75	.75	- 0 -	- 0 -
Gorham, Joan C.	" "	"	.50	.50	- 0 -	- 0 -
Tobey, Alma	JHS Student Rec. Clerk	2152015	1.0	1.0	- 0 -	- 0 -
Thelen, Diane M.	Teacher Aide EH Program	2123201	1.0	1.0	- 0 -	- 0 -
Gunderson, Rachel			1.0	- 0 -	1.0 CETA	
Gill, Linda			.88	.88	- 0 -	
REGULAR CLERICAL STAFF TOTAL				4.63	1.00	
SPECIAL EDUCATION CLERICAL STAFF TOTAL				1.00		
TOTAL				5.63	1.00	

CERTIFIED EMPLOYEES BY SCHOOL (as of March 15, 1976)

School Kelly Junior High

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Affolter, Nancy	Health Science	Kelly 2132037	1.0	1.0	- 0 -	- 0 -
Barnum, Sherryl A.	Language Arts	Kelly 2132051	1.0	1.0	- 0 -	- 0 -
Beard, Raymond P.	Industrial Arts	Kelly 2132051	1.0	1.0	- 0 -	- 0 -
Canfield, Billie J.	Librarian	Kelly 2132063	1.0	1.0	- 0 -	- 0 -
Carlin, Jerome A.	Social Studies	Kelly 2132081	1.0	1.0	- 0 -	- 0 -
Dietz, John W.	Arts and Crafts	Kelly 2132003	1.0	1.0	- 0 -	- 0 -
Diller, Clyde R.	Band	Kelly 2132008	1.0	1.0	- 0 -	- 0 -
Drummonds, Lark M.	Arts and Crafts	Kelly 2132003	1.0	1.0	- 0 -	- 0 -
Dubois, Philip M.	Physical Education	Kelly 2132072	1.0	1.0	- 0 -	- 0 -
Ellis, Larry	Industrial Education	Kelly 2132045	1.0	1.0	- 0 -	- 0 -
Finigan, Jerry	Language Arts	Kelly 2132051	1.0	1.0	- 0 -	- 0 -
Barron, Gordon	Junior High Assis. Prin.	Kelly 2114040	1.0	1.0	- 0 -	- 0 -

School Kelly Junior High

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Franz, Richard	Mathematics	Kelly 2132064	1.0	1.0	- 0 -	- 0 -
Gilmore, Garland L.	Health; P.E.	Kelly 2132036	1.0	1.0	- 0 -	- 0 -
Gittins, George I.	Science	Kelly 2132077	1.0	1.0	- 0 -	- 0 -
Hall, Laura A.	Home Ec.	Kelly 2132039	1.0	1.0	- 0 -	- 0 -
Hughes, Frederick M.	Instrumental Music	Kelly 2132046	1.0	.5	- 0 -	Ed Center
James, Laura L.	Mathematics	Kelly 2132064	1.0	1.0	- 0 -	- 0 -
Jensen, Kenneth O.	Mathematics	Kelly 2132064	1.0	1.0	- 0 -	- 0 -
Kelly, Carol	Language Arts	Kelly 2132051	1.0	1.0	- 0 -	- 0 -
Lodestein, David C.	Language Arts Social Studies	Kelly 2132054	1.0	1.0	- 0 -	- 0 -
McCulley, Florence	Reading	Kelly 2132075	1.0	1.0	- 0 -	- 0 -
Mitchelmore, James	Soc. Studies Career	Kelly 2132082	1.0	1.0	- 0 -	- 0 -
Moreland, H. Delores	Soc. Studies	Kelly 2132081	1.0	1.0	- 0 -	- 0 -
Mullaley, Patrick K.	Lang. Arts Soc. Studies	Kelly 2132054	1.0	1.0	- 0 -	- 0 -

School Kelly Junior High

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Munson, Una	Phys. Ed.	Kelly 2132072	1.0	1.0	- 0 -	- 0 -
Murray, Elizabeth	Journalism Typing	Kelly 2132049	1.0	1.0	- 0 -	- 0 -
Nelson, Gail M.	Lang. Arts Soc. Studies	Kelly 2132054	1.0	1.0	- 0 -	- 0 -
Norman, Robert D.	Vocal Music	Kelly 2133099	1.0	.4	- 0 -	NEHS
Ohlsen, Dale	Lang. Arts Soc. Studies	Kelly 2132054	1.0	1.0	- 0 -	- 0 -
Rawlings, Marilyn	Spanish	Kelly 2132092	.83	.83	- 0 -	- 0 -
Schultz, Rodney D.	Language Arts Soc. Studies	Kelly 2132054	1.0	1.0	- 0 -	- 0 -
Sjolander, H. Jan	Counselor	Kelly 2132019	1.0	1.0	- 0 -	- 0 -
Sumner, Melody A.	Reading	Kelly 2132075	1.0	1.0	- 0 -	- 0 -
Sutton, Martin L.	Lang. Arts Soc. Studies	Kelly 2132054	1.0	1.0	- 0 -	- 0 -
Thomas, Emmet J.	Health	Kelly 2132035	1.0	1.0	- 0 -	- 0 -
Trucke, Wayne A.	Mathematics	Kelly 2132064	1.0	1.0	- 0 -	- 0 -
Wagers, Kathryn A.	Home Economics	Kelly 2132039	1.0	1.0	- 0 -	- 0 -

School Kelly Junior High

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Watson, Pamela J.	Reading	Kelly 2132075	1.0	1.0	- 0 -	- 0 -
Wilbur, Charles	Counselor	Kelly 2132019	1.0	1.0	- 0 -	- 0 -
Ihle, Carl E.	Junior High Principal	Kelly 2112020	1.0	1.0	- 0 -	- 0 -
Inskeep, Pamela	Junior High Assis. Prin.	Kelly 2114040	1.0	.50 admin. .50 teacher	- 0 -	- 0 -
Cross, Georgia	Nurse	Health Ser. 4120040	1.0	.6	- 0 -	Howard .4
Farrar, Paul M.	Mathematics	Kelly 2131075	1.0	1.0	- 0 -	--------
Olson, David C.	Science	Kelly 2132077	1.0	1.0	- 0 -	- 0 -
REGULAR INSTRUCTIONAL STAFF TOTAL				40.23		
ADMINISTRATIVE STAFF TOTAL				2.50		
ANCILLARY STAFF TOTAL	(nurse)			.60		
TOTAL				43.33		

CLERICAL, CLASSIFIED EMPLOYEES BY SCHOOL (as of April 23, 1976)

School Kelly Junior High

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Smith, Frances	JHS Secretary	2152020	1.0	1.0	- 0 -	- 0 -
Chiapuzio, Nadine A.	JHS Clerk-Typist	2152010	1.0	1.0	- 0 -	- 0 -
Dement, Helen E.	" "	"	1.0	.75	- 0 -	- 0 -
Mrky, Bes M.	" "	"	1.0	1.0	- 0 -	- 0 -
Weeks, Becky J.	" "	"	1.0	1.0	- 0 -	- 0 -
Milligan, Lola	JHS Student Records Clerk	2152015	1.0	1.0	- 0 -	- 0 -
McDowell, Sylvia	Teacher Aide	2156202	1.0	.87	- 0 -	- 0 -
Parks, Joannie	Clerk Typist		1.0	- 0 -	CETA 1.00	
REGULAR CLERICAL STAFF TOTAL				6.62	1.00	-

CERTIFIED EMPLOYEES BY SCHOOL (as of March 15, 1976)

School Kennedy Junior High

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Albush, Fidelia	Librarian	Kennedy 2132063	1.0	1.0	- 0 -	- 0 -
Anderson, David H.	Mathematics	Kennedy 2132064	1.0	1.0	- 0 -	- 0 -
Bauer, Jane K.	Language Arts Soc. Studies	Kennedy 2132054	1.0	1.0	- 0 -	- 0 -
Bellinger, Larry B.	Mathematics	Kennedy 2132064	1.0	1.0	- 0 -	- 0 -
Blade, Gerald	Mathematics	Kennedy 2132064	1.0	1.0	- 0 -	- 0 -
Borup, Joan	Science	Kennedy 2132064	1.0	1.0	- 0 -	- 0 -
Bradetich, R. Joseph	Physical Education	Kennedy 2132072	1.0	1.0	- 0 -	- 0 -
Brennan, Marilyn	Home Economics	Kennedy 2132039	1.0	1.0	- 0 -	- 0 -
Brunner, David	Industrial Arts	Kennedy 2132041	1.0	1.0	- 0 -	- 0 -
Bumstead, Robert	Language Arts	Kennedy 2132051	1.0	1.0	- 0 -	- 0 -
Clark, Elizabeth	Career Ed. Drama	Kennedy 2132014	1.0	1.0	- 0 -	- 0 -
Cossey, Sharon L.	Instrumental Music	Kennedy 2132046	1.0	.83	- 0 -	- 0 -

School Kennedy Junior High

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Damon, Bernard	Counselor	Kennedy 2132019	1.0	1.0	- 0 -	- 0 -
Dohnai, Hope	Adm. Intern	Kennedy	.50	.50		
Emery, Stella	Nurse/Health Education	Health Ser. Kennedy 4120020	1.0	.5 nurse .5 teacher	- 0 -	- 0 -
Freshour, Freda A.	Science	Kennedy 2132077	.5	.5	- 0 -	- 0 -
Garret, John S.	Science	Kennedy 2132077	.5	.5	- 0 -	--0 -
Gary, Geneva L.	Language Arts	Kennedy 2132051	1.0	1.0	- 0 -	- 0 -
Ho, Valerie A.	Physical Education	Kennedy 2132072	1.0	1.0	- 0 -	- 0 -
Johnson, Starly S.	Typing	Kennedy 2132096	1.0	1.0	- 0 -	- 0 -
Krysl, Richard	Orchestra	Kennedy 2132070	1.0	.17	- 0 -	
Lowe, Sally E.	LA-SS	Kennedy 2132072	1.0	1.0	- 0 -	From Madison to Kennedy in January
Mohr, Linda J.	Arts and Crafts	Kennedy 3122003	.64	.50	- 0 -	.14 Action High
Newman, Donald	Choir	Kennedy 2132016	1.0	.33	- 0 -	Churchill
Poppen, Mary J.	Home Economics	Kennedy 2132039	1.0	1.0	- 0 -	- 0 -

School Kennedy Junior High

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Revis, Paul R.	Junior High Asst. Prin.	Kennedy 2114040	1.0	1.0	- 0 -	- 0 -
Rhoads, Marilyn M.	Reading	Kennedy 2132075	1.0	1.0	- 0 -	- 0 -
Richardi, James R.	Language Arts Soc. Studies	Kennedy 2132054	1.0	1.0	- 0 -	- 0 -
Riddell, Alan A.	Physical Education	Kennedy 2132072	1.0	1.0	- 0 -	- 0 -
Roth, Alan O.	Language Arts Soc. Studies	Kennedy 2132054	1.0	1.0	- 0 -	- 0 -
Schultz, Philip	Soc. Studies Spanish	Kennedy 2132090	1.0	1.0	- 0 -	- 0 -
Taylor, Arnold L.	Science	Kennedy 2132077	1.0	1.0	- 0 -	- 0 -
Townsend, John	Social Studies	Kennedy 2132081	1.0	1.0	- 0 -	- 0 -
Veatch, Wayne	Social Studies	Kennedy 2132081	1.0	1.0	- 0 -	- 0 -
Walkenshaw, William	Language Arts Reading	Kennedy 2132052	.68	.68	- 0 -	- 0 -
Walters, Patricia A.	Language Arts	Kennedy 2132051	1.0	1.0	- 0 -	- 0 -
White, Suzanne	Arts & Crafts	Kennedy 2132003	1.0	1.0	- 0 -	- 0 -
Witt, Leland	Industrial Arts	Kennedy 2132041	1.0	1.0	- 0 -	- 0 -

School Kennedy Junior High

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Sorensen, Elton	Junior High Principal	Kennedy 2112020	1.0	1.0	- 0 -	- 0 -
McGuire, Kathy G.	Math	Kennedy 2132064	1.0	1.0	- 0 -	- 0 -
REGULAR INSTRUCTIONAL STAFF TOTAL				33.01		
ADMINISTRATIVE STAFF TOTAL				2.50		
ANCILLARY STAFF TOTAL	(nurse)			.50		
TOTAL				36.01		

CLERICAL, CLASSIFIED EMPLOYEES BY SCHOOL (as of April 23, 1976)

School Kennedy Junior High

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Price, Bernadine	JHS Secretary	2152020	1.0	1.0	- 0 -	- 0 -
Bates, Barbara	JHS Clerk-Typist	2152010	1.0	1.0	- 0 -	- 0 -
Johnston, M.I.	" "	"	.81	.81	- 0 -	- 0 -
Jones, M. C.	" "	"	.75	.75	- 0 -	- 0 -
Place, Virginia	" "	"	1.0	1.0	- 0 -	- 0 -
Wilson, Mary J.	JHS Student Records Clerk	2152015	1.0	1.0	- 0 -	- 0 -
REGULAR CLERICAL STAFF TOTAL				5.56		

CERTIFIED EMPLOYEES BY SCHOOL (as of March 15, 1976)

School Madison Junior High

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Anderson, Barbara W.	Arts & Crafts	Madison 2132003	1.0	1.0	- 0 -	- 0 -
Bahrke, Ruth	Counselor	Madison 2132019	1.0	1.0	- 0 -	- 0 -
Baker, Willis R.	Language Arts Soc. Studies	Madison 2132054	1.0	1.0	- 0 -	- 0 -
Blankenship, Gay G.	Orchestra	Madison 2132070	1.0	.33	- 0 -	- 0 -
Bowers, Michael G.	Mathematics	Madison 2132064	1.0	1.0	- 0 -	- 0 -
Cole, Ronald L.	Language Arts Social Studies	Madison 2132054	1.0	1.0	- 0 -	- 0 -
Diddock, Roger	Junior High Asst. Prin.	Madison 2114040	1.0	1.0	- 0 -	- 0 -
Drivas, James C.	Mathematics	Madison 2132064	1.0	1.0	- 0 -	- 0 -
Fasold, Yvonne	Language Arts Social Stud.	Madison 2132054	1.0	1.0	- 0 -	- 0 -
Ferguson, James	Science	Madison 2132077	1.0	1.0	- 0 -	- 0 -
Grandberry, Diana C.	Reading	Madison 2132075	1.0	1.0	- 0 -	- 0 -
Henderson, Jerold B.	Language Arts Soc. Studies	Madison 2132054	1.0	1.0	- 0 -	- 0 -

School Madison Junior High

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Henderson, Mary E.	Journalism Typing	Madison 2132049	1.0	1.0	- 0 -	- 0 -
Hewitt, Frederick D.	Mathematics	Madison 2132078	1.0	1.0	- 0 -	- 0 -
Holstrom, Robert H.	Physical Education	Madison 2132072	1.0	1.0	- 0 -	- 0 -
Jack, M. Calleen	Mathematics	Madison 2132064	1.0	1.0	- 0 -	- 0 -
Johnson, Robert Severt	Industrial Education	Madison 2132045	1.0	1.0	- 0 -	- 0 -
Latimer, Maurice W.	Health	Madison 2132035	1.0	1.0	- 0 -	- 0 -
Lee, Linda L.	Mathematics	Madison 2132064	1.0	1.0	- 0 -	- 0 -
Magnuson, Clifton L.	Physical Education	Madison 2132072	1.0	1.0	- 0 -	- 0 -
McCorkle, Barbara	Social Worker	Madison 2132028	1.0	1.0	- 0 -	helped w/ Escape students; preventive tear - 0 -
McDaniel, Nancy D.	Language Arts Soc. Studies	Madison 2132054	1.0	1.0	- 0 -	- 0 -
Moellendorf, Natalie R.	Language Arts Soc. Studies	Madison 2132054	1.0	1.0	- 0 -	- 0 -
Mohr, Elaine	Home Economics	Madison 2132039	1.0	1.0	- 0 -	- 0 -
Moon, Pamela	Language Arts Soc. Studies	Madison 2132-54	1.0	1.0	- 0 -	- 0 -

School Madison Junior High

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Morrison, Veronica M.	French Spanish	Madison 2132031	1.0	1.0	- 0 -	- 0 -
Peterson, Chester R.	Music	Madison 2132069	1.0	.83	- 0 -	- 0 -
Potter, Susan M.	Language Arts Soc. Studies	Madison 2132054	1.0	1.0	- 0 -	- 0 -
Ralls, Wynette	Nurse/ Counselor	Health Ser. Madison 4120020	1.0	.6 nurse .4 teaching	- 0 -	- 0 -
Rose, Bruce A.	Language Arts Soc. Studies	Madison 2132054	1.0	1.0	- 0 -	- 0 -
Rummel, Teresa A.	Home Economics	Madison 2132039	1.0	1.0	- 0 -	- 0 -
Schifferdecker, Robert	Science	Madison 2132077	1.0	1.0	- 0 -	- 0 -
Schock, James C.	Industrial Arts	Madison 2132054	1.0	1.0	- 0 -	- 0 -
Shoup, Charles B.	Language Arts Soc. Studies	Madison 2132054	1.0	1.0	- 0 -	- 0 -
Small, Eric L.	Career Education	Madison 213013	1.0	1.0	- 0 -	- 0 -
Smothers, Mary C.	Science	Madison 2132077	1.0	1.0	- 0 -	- 0 -
Sobba, Raymond	Science	Madison 2132077	1.0	1.0	- 0 -	- 0 -
Stafford, Marie	Librarian	Madison 2132063	1.0	1.0	- 0 -	- 0 -

School Madison Junior High

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Taylor, Nancy L.	Physical Education	Madison 2132072	1.0	1.0	- 0 -	- 0 -
Travis, Mary B.	Physical Education	Madison 2132072	1.0	1.0	- 0 -	- 0 -
Van Hoorebeke, Susan	Art	Madison 2132001	1.0	1.0	- 0 -	- 0 -
Veeck, Robert R.	Language Arts Soc. Studies	Madison 2132043	1.0	1.0	- 0 -	- 0 -
Whipple, Phyllis G.	Spanish	Madison 2132092	1.0	1.0	- 0 -	- 0 -
Templeman, Nelson B.	Junior High Principal	Madison 2112020	1.0	1.0	- 0 -	- 0 -
Hollister, Jack C.	Junior High Asst. Prin.	Madison 2114040	1.0	.50	- 0 -	- 0 -
Allen, Ethel	Reading	Madison 2131087	1.0	1.0	- 0 -	- 0 -
Lusch, Edgar A.	LA-SS	Madison 2132054	.5	.5		Came in February
REGULAR INSTRUCTIONAL STAFF TOTAL				42.06		
ADMINISTRATIVE STAFF TOTAL (principal; vice principal)				2.50		
ANCILLARY STAFF TOTAL (nurse)				.60		

TOTAL 46.16

CLERICAL, CLASSIFIED EMPLOYEES BY SCHOOL (as of April 23, 1976)

School Madison Junior High

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Olson, Una	JHS Secretary	2154020	1.0	1.0	- 0 -	- 0 -
Bennett, Linda R.	JHS Clerk-Typist	2152010	.50	.50	- 0 -	- 0 -
Brown, Laurel A.	" "	2152010	1.0	1.0	- 0 -	- 0 -
Brown, Sharon M.	" "	2152010	.50	.50	- 0 -	- 0 -
Driscoll, Ruth A.	" "	2152010	1.0	1.0	- 0 -	- 0 -
Pryer, Barb J.	" "	2152010	1.0	1.0	- 0 -	- 0 -
Rodin, Jane	" :	2152010	.88	.88		
Souza, Muriel	JHS Student Records Clerk	2152015	1.0	1.0	- 0 -	- 0 -
REGULAR CLERICAL STAFF	TOTAL			6.88		

CERTIFIED EMPLOYEES BY SCHOOL (as of March 15, 1976)

School Monroe Junior High

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Andrews, Susan	Language Arts	Monroe 2132051	1.0	1.0	- 0 -	- 0 -
Barney, Lorna M.	Health; P.E.	Monroe 2132036	1.0	1.0	- 0 -	- 0 -
Bartram, Harold T.	Social Studies	Monroe 2132081	1.0	1.0	- 0 -	- 0 -
Bass, Roy W.	Health; P.E.	Monroe 2132036	1.0	1.0	- 0 -	- 0 -
Bourgeois, James J.	Instrumental Music	Monroe 2132046	1.0	.17	- 0 -	Sheldon .5
Ettel, Ralph	Counselor	Monroe 2132019	1.0	1.0	- 0 -	- 0 -
Grant, David	Journalism; Soc. studies; Comm: Lan.Art.	Monroe 2132047	1.0	1.0	- 0 -	- 0 -
Haralson, Betty	Mathematics	Monroe 2132064	1.0	1.0	- 0 -	- 0 -
Haviland, Scott T.	Health; P.E.	Monroe 2132072	1.0	1.0	- 0 -	- 0 -
Henderson, Marsha K.	Physical Education	Monroe 2132072	.17	.17	- 0 -	- 0 -
Hicks, Richard	Junior High Asst. Prin.	Monroe 2114040	1.0	1.0	- 0 -	- 0 -
Jeffcott, Robert G.	Language Arts	Monroe 2132051	1.0	1.0	- 0 -	- 0 -

School Monroe Junior High

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Lake, Patricia W.	Language Arts Reading	Monroe 2132052	.67	.67	- 0 -	- 0 -
Lawrence, Paul	Social Studies	Monroe 2132081	1.0	1.0	- 0 -	- 0 -
Mangers, Robert	Industrial Arts	Monroe 2132041	1.0	1.0	- 0 -	- 0 -
Marlow, Thomas	Mathematics	Monroe 2132064	1.0	1.0	- 0 -	- 0 -
McKern , Joann	Home Economics	Monroe 2132039	1.0	1.0	- 0 -	- 0 -
Mead, Carol	Language Arts	Monroe 2132051	1.0	1.0	- 0 -	- 0 -
Minturn, Kenneth C.	Math; Science	Monroe 2132065	1.0	1.0	- 0 -	- 0 -
Nielsen, Betsy G.	Art	Monroe 2132001	1.0	1.0	- 0 -	- 0 -
Oleson, Clifton	Mathematics	Monroe 2132064	1.0	1.0	- 0 -	- 0 -
Robb, June	Language Arts	Monroe 2132051	1.0	1.0	- 0 -	- 0 -
Robinson, Robert S.Jr.	Science	Monroe 2132077	1.0	1.0	- 0 -	- 0 -
Shaw, James E.	Career Ed Science	Monroe 2132077	1.0	1.0	- 0 -	- 0 -
Sheets, D. Doyle	Industrial Arts	Monroe 2132042	1.0	1.0	- 0 -	- 0 -

School Monroe Junior High

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Vrem, Sandra L.	Mathematics	Monroe 2132064	.68	.68	- 0 -	- 0 -
Williams, Howard	Band Choir	Monroe 2132009	1.0	1.0	- 0 -	- 0 -
Woods, Jimmie N.	Social Studies	Monroe 2132081	1.0	1.0	- 0 -	- 0 -
Woolfolk, Pamela L.	Soc. Studies Reading	Monroe 2132087	1.0	1.0	- 0 -	- 0 -
Johnson, Robert S.	Principal Junior High	Monroe 2112020	1.0	1.0	- 0 -	- 0 -
Arnold, Barbara L.	Nurse	Health Ser. 4120040	1.0	.4	- 0 -	Willakenzie .3 Washington .3
Halme, Pamela	Typing	Monroe 2132096	.67	.67	- 0 -	- 0 -
Long, Michael J. (2nd semester only)	Language Arts	Monroe 2132051	.83	.83	- 0 -	- 0 -
Parker, Elizabeth L.	IMC Librarian	Monroe 2132063	1.0	1.0	- 0 -	- 0 -
Richins, Margaret (2nd semester only)	Home Ec.	Monroe	.17	.17	- 0 -	- 0 -
REGULAR INSTRUCTIONAL STAFF TOTAL				28.36		
ADMINISTRATIVE STAFF TOTAL ANCILLARY STAFF TOTAL (nurse)				2.00 .40		
TOTAL				30.76		

CERTIFIED EMPLOYEES BY SCHOOL (as of March 15, 1976)

School Monroe Junior High

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Gravatt, Peggy	JHS Secretary	2152020	1.0	1.0	- 0 -	- 0 -
Beeson, Edna M.	JHS Clerk-Typist	2152010	1.0	1.0	- 0 -	- 0 -
Fredrickson, H.	Clerk-Typist	2152010	1.0	1.0	- 0 -	- 0 -
Rutter, Wanda	JHS Student Records Clerk	2152015	1.0	1.0	- 0 -	- 0 -
Henderson, Marsha	Clerk-Typist 3 hours		.375	.375		
REGULAR CLERICAL STAFF TOTAL				4.375		

CERTIFIED EMPLOYEES BY SCHOOL (as of March 15, 1976)

School Roosevelt Junior High

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Adkins, Donald G.	Art	Roosevelt 2133002	1.0	1.0	- 0 -	- 0 -
Bierly, B. Maxine	Counselor; Dean of Stud.	Roosevelt 2132019	1.0	1.0	- 0 -	- 0 -
Billings, Karen J.	Mathematics	Roosevelt 2132064	1.0	1.0	- 0 -	- 0 -
Bolton, Namihira	Jr. High Asst. Prin.	Roosevelt 2114040	1.0	1.0	- 0 -	- 0 -
Brodie, Linda A.	Librarian	Roosevelt 2132063	1.0	1.0	- 0 -	- 0 -
Crabaugh, Gary	Physical Education	Roosevelt 2132072	1.0	1.0	- 0 -	- 0 -
Daniels, Mittie	Mathematics	Roosevelt 2132064	1.0	1.0	- 0 -	- 0 -
Debrick, Frank J.	Mathematics	Roosevelt 2132064	1.0	1.0	- 0 -	- 0 -
DeFrank, Arline	Sr. High Asst. Prin.	Roosevelt 2115050	1.0	.5	- 0 -	.5 South Eugene
Dehaven, A. Lloyd	Science	Roosevelt 2132077	1.0	1.0	- 0 -	- 0 -
Dorner, Celine	Mathematics	Roosevelt 3122064	.5	.5	- 0 -	- 0 -
Francis, Judith E.	Science	Roosevelt 2132077	1.0	1.0	- 0 -	- 0 -

School Roosevelt Junior High

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Goldschmidt, Natalie	French .5 Lang. Art. .5	Roosevelt 2132032	1.0	1.0	- 0 -	- 0 -
Hammer, Louis E.	Industrial Arts	Roosevelt 2132041	1.0	1.0	- 0 -	- 0 -
Meadows, Susan M.	Home Economics	Roosevelt 2132039	1.0	1.0	- 0 -	- 0 -
Hovick, Dianna L.	Physical Education	Roosevelt 2132072	1.0	1.0	- 0 -	- 0 -
Hymes, Paul L.	Physical Education	Roosevelt 2132072	1.0	1.0	- 0 -	- 0 -
Jones, Michael R.	Language Arts	Roosevelt 2132051	1.0	1.0	- 0 -	- 0 -
Kaufman, Aaron E.	Social Studies	Roosevelt 2132081	1.0	1.0	- 0 -	- 0 -
Kleinsasser, Ann B.	Language Arts	Roosevelt 2132051	1.0	1.0	- 0 -	- 0 -
Laferty, Arnold	Vocal Music; Perf. Arts	Roosevelt 2132098	1.0	1.0	- 0 -	- 0 -
Lansdowne, Michele L.	German .5 Lang. Arts .5	Roosevelt 2132033	1.0	1.0	- 0 -	- 0 -
Lefler, Lee Ann	Mathematics	Roosevelt 2132064	1.0	1.0	- 0 -	- 0 -
Long, Richard M.	Instrumental Music .5	Roosevelt 2132046	1.0	.46	- 0 -	SEHS
Lyon, Catherine A.	Art .5	Roosevelt 2132001	.5	.5	- 0 -	- 0 -

School Roosevelt Junior High

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Martin, Gary S.	Social Studies	Roosevelt 2132081	1.0	1.0	- 0 -	- 0 -
McKrola, Dale C.	Lang. Arts .5 Soc. Stud. .5	Roosevelt 2132081	1.0	1.0	- 0 -	- 0 -
Mizer, Farrel E.	Social Studies	Roosevelt 2132081	1.0	1.0	- 0 -	- 0 -
Monteith, Susan J.	Language Arts .5	Roosevelt 2132051	.5	.5	- 0 -	- 0 -
Mullaley, Charles W.	Social Studies	Roosevelt 2132081	1.0	1.0	- 0 -	- 0 -
Murphy, E. Melba	Home Economics	Roosevelt 2132039	1.0	1.0	- 0 -	- 0 -
Podpeskar, John M.	Science	Roosevelt 2132077	1.0	1.0	- 0 -	- 0 -
Ramsey, L. Dale	Industrial Arts	Roosevelt 2132041	1.0	1.0	- 0 -	- 0 -
Rhoades, David	Reading	Roosevelt 2132075	1.0	1.0	- 0 -	- 0 -
Rodgers, Helen	Typing	Roosevelt 2132096	1.0	1.0	- 0 -	- 0 -
Rubinstein, Robert E.	Language Arts	Roosevelt 2132051	1.0	1.0	- 0 -	- 0 -
Schwab, Kellijean	Social Studies	Roosevelt 2132081	1.0	1.0	- 0 -	- 0 -
Scofield, Ray	Language Arts	Roosevelt 2132051	1.0	1.0	- 0 -	- 0 -

School Roosevelt Junior High

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Smith, Andrew M.	Mathematics	Roosevelt 2132064	1.0	1.0	- 0 -	- 0 -
Smith, Graham B.	Art	Roosevelt 2132001	1.0	1.0	- 0 -	- 0 -
Stark, William B.	Spanish	Roosevelt 2132092	1.0	.5	- 0 -	Spencer Butte
Thode, Bradley P.	Industrial Arts	Roosevelt 2132041	1.0	1.0	- 0 -	- 0 -
Thompson, C. Wayne	Social Studies	Roosevelt 2132081	1.0	1.0	- 0 -	- 0 -
Van Geem, Alberta R.	Physical Education	Roosevelt 2132072	1.0	1.0	- 0 -	- 0 -
Wolfgang, Ralph E.	Instrumental Music	Roosevelt 2132046	1.0	1.0	- 0 -	- 0 -
Jackson, Donald	Junior High Principal	Roosevelt 2112020	1.0	1.0	- 0 -	- 0 -
Johnson, Michall D.	Mentally Retarded	EMR 2123076	1.0	1.0	- 0 -	- 0 -
Linder, Cecil G.	Mentally Retarded	EMR 2123076	1.0	1.0	- 0 -	- 0 -
Matsui, Jerold M.	Mentally Retarded	EMR 2123076	1.0	1.0	- 0 -	- 0 -
Schmiedeke, Donna M.	Mentally Retarded	EMR 2123076	1.0	1.0	- 0 -	- 0 -
Donley, Mary L.	Reading	Roosevelt 2132075	1.0	1.0	- 0 -	- 0 -

School Roosevelt Junior High

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Duncan, Doris	Nurse	Health Ser. 4120040	1.0	.6	- 0 -	Laurel Hill
Brooke, James W.	Science	Roosevelt 2132077	1.0	1.0	- 0 -	Fill-in for Johnson
REGULAR INSTRUCTIONAL STAFF TOTAL				42.46		
SPECIAL EDUCATION STAFF TOTAL (mentally retarded)				4.00		
ADMINISTRATIVE STAFF TOTAL (principal, vice-principal)				2.50		
ANCILLARY STAFF TOTAL (nurse)				.60		
TOTAL				49.56		

CLERICAL, CLASSIFIED EMPLOYEES BY SCHOOL (as of April 23, 1976)

School Roosevelt Junior High

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Craiger, Mary	JHS Secretary	2152020	1.0	1.0	- 0 -	- 0 -
Carr, Linda M.	JHS Clerk-Typist	2152010	1.0	1.0	- 0 -	- 0 -
Mulford, D. M.	Clerk-Typist	2152010	.50	.50	- 0 -	- 0 -
Nehl, Deborah	Clerk-Typist	2152010	1.0	1.0	- 0 -	- 0 -
Nelson, Christy C.	Clerk-Typist	2152010	1.0	1.0	- 0 -	- 0 -
Parr, Janet L.	Clerk-Typist	2152010	1.0	1.0	- 0 -	- 0 -
Pedersen, L. A.	Clerk-Typist	2152010	.81	.81	- 0 -	- 0 -
Jones, Elinor	JHS Student Records Clerk	2152015	1.0	1.0	- 0 -	- 0 -
Tydus, Steve	Aide		.19	- 0 -	.19 Title VI	
Cofsky, Clare	Aide		.75	- 0 -	.75 Title VI	
Petriello, Susan	Clerk-Typist		1.0	- 0 -	1.00 CETA	

CLERICAL, CLASSIFIED EMPLOYEES BY SCHOOL (as of April 23, 1976)

School Roosevelt Junior High

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
REGULAR CLERICAL STAFF TOTAL				7.31	1.00	
SPECIAL EDUCATION STAFF TOTAL				- 0 -	.94	
TOTAL				7.31	1.94	

CERTIFIED EMPLOYEES BY SCHOOL (as of March 15, 1976)

School Spencer Butte Junior High

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Andrews, Gerald	Physical Education	Spencer B. 2132072	1.0	1.0	- 0 -	- 0 -
Barker, Roy D.	Lang. Arts Soc. Studies	Spencer B. 2132045	1.0	1.0	- 0 -	- 0 -
Berkeley, Noel E.	Science	Spencer B. 2132077	.67	.67	- 0 -	- 0 -
Blackford, David L.	Health P.E.	Spencer B. 2132036	1.0	1.0	- 0 -	- 0 -
Bovelle, Mary K.	Lang. Arts Soc. Studies	Spencer B. 2132054	1.0	1.0	- 0 -	- 0 -
Bungum, Lois	Physical Education	Spencer B. 2132072	1.0	1.0	- 0 -	- 0 -
Burdell, Donald E.	Industrial Education	Spencer B. 2132045	1.0	1.0	- 0 -	- 0 -
Cammack, Marilyn E.	Music	Spencer B. 2132069	1.0	1.0	- 0 -	- 0 -
Craig, Barbara	Counselor	Spencer B. 2132019	1.0	1.0	- 0 -	- 0 -
Daugherty, Neil E.	Art	Spencer B. 2132001	1.0	1.0	- 0 -	- 0
Djmal, Ked Al.	Science	Spencer B. 2132077	1.0	1.0	- 0 -	- 0 -
Demong, Jr., Charles	Language Arts	Spencer B. 2132051	1.0	1.0	- 0 -	- 0 -

School Spencer Butte Junior High

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
George, Doris	Home Economics	Spencer B. 2132039	1.0	1.0	- 0 -	- 0 -
George, Luella L.	Jr. High Asst. Prin.	Spencer B. 2114040	1.0	1.0	- 0 -	- 0 -
Goeller, Jonne M.	Art	Spencer B. 2132001	1.0	1.0	- 0 -	- 0 -
Gray, Frances	Lang. Arts Soc. Studies	Spencer B. 2132054	1.0	1.0	- 0 -	- 0 -
Helm, David M.	Soc. Studies French	Spencer B. 2132086	1.0	1.0	- 0 -	- 0 -
Henry, Dorothy R.	Soc. Studies	Spencer B. 2132081	1.0	1.0	- 0 -	- 0 -
Jackson, Gwen A.	Lang. Arts Soc. Studies	Spencer B. 2132054	1.0	1.0	- 0 -	- 0 -
Kempf, Robert R.	Instrumental Music	Spencer B. 2132046	1.0	.83	- 0 -	- 0 -
King, Robert W.	Mathematics	Spencer B. 2132064	1.0	1.0	- 0 -	- 0 -
Leck, Evelyn J.	Typing	Spencer B. 2132096	1.0	1.0	- 0 -	- 0 -
Long, Richard M.	Instrumental Music	Spencer B. 2132046	1.0	.17	- 0 -	SEHS .4 Roosevelt .46
Mowery, Sherman M.	Mathematics	Spencer B. 2132064	1.0	1.0	- 0 -	- 0 -
Murray, Patricia	Lang. Arts Soc. Studies	Spencer B. 2132054	1.0	1.0	- 0 -	- 0 -

School Spencer Butte Junior High

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Neet, Claudie L.	Librarian	Spencer B. 2132063	1.0	1.0	- 0 -	- 0 -
Neilsen, Christian F.	Lang. Arts Soc. Studies	Spencer B. 2132054	1.0	1.0	- 0 -	- 0 -
Schick, Estley	Music	Spencer B. 2132069	1.0	.5	- 0 -	Jefferson
Sherrill, Laurel J.	Language Arts	Spencer B. 2132051	1.0	1.0	- 0 -	- 0 -
Smith, Gregory W.	Counselor	Spencer B. 2132019	.5	.5	- 0 -	- 0 -
Specht, Robert T.	Mathematics	Spencer B. 2132064	1.0	1.0	- 0 -	- 0 -
Stark, William H.	Spanish	Spencer B. 2132092	1.0	.5	- 0 -	Roosevelt
Tracy, Mary Lynne	Mathematics	Spencer B. 2132064	1.0	1.0	- 0 -	- 0 -
Tripp, Robert D.	Industrial Education	Spencer B. 2132045	1.0	1.0	- 0 -	- 0 -
Weber, Katherine M.	Physical Education	Spencer B. 2132072	.51	.51	- 0 -	- 0 -
Williams, Chester T.	Science	Spencer B. 2132077	1.0	1.0	- 0 -	- 0 -
Wolfgang, Jean R.	Band	Spencer B. 2132009	.34	.17	- 0 -	Jefferson
Young, Sandra L.	Home Economics	Spencer B. 2132039	.50	.50	- 0 -	- 0 -

School Spencer Butte Junior High

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Leabo, Sue A.	Junior High Principal	Spencer B. 2112020	1.0	1.0	- 0 -	- 0 -
Halle, Mildred K.	Nurse	Health S. 4120040	1.0	.50	- 0 -	Parker .25 Dunn .25
Wilhelmi, John D.	LA-SS	Spencer B. 2132054	.50	.50	- 0 -	- 0 -
REGULAR INSTRUCTIONAL STAFF TOTAL				32.85		
ADMINISTRATIVE STAFF TOTAL (Principal, vice principal, assistant principal)				2.00		
ANCILLARY STAFF TOTAL	(nurse)			.50		
TOTAL				35.35		

CLERICAL, CLASSIFIED EMPLOYEES BY SCHOOL (as of April 23, 1976)

School Spencer Butte Junior High

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Cooper, Iris R.	JHS Secretary	2152020	1.0	1.0	- 0 -	- 0 -
Billing, Sylvia J.	JHS Clerk-Typist	2152010	1.0	1.0	- 0 -	- 0 -
Clark, Donna L.	Clerk-Typist	2152010	1.0	1.0	- 0 -	- 0 -
Farmer, Shirley E.	Clerk-Typist	2152010	.63	.63	- 0 -	- 0 -
Ferguson, Carol	Clerk-Typist	2152010	.50	.50	- 0 -	- 0 -
Todoroff, Eve	JHS Record Clerk	2152015	1.0	1.0	- 0 -	- 0 -
REGULAR CLERICAL STAFF TOTAL				5.13		

CERTIFIED EMPLOYEES BY SCHOOL (as of March 15, 1976)

School Cal Young Junior High

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Boyd, Patrick A.	Mathematics	Cal Young 2132064	1.0	1.0	- 0 -	- 0 -
Brown, Carla	Physical Education	Cal Young 2132072	1.0	1.0	- 0 -	- 0 -
Brown, Donald L.	Mathematics	Cal Young 2132064	1.0	1.0	- 0 -	- 0 -
Campbell, Carol J.	Career Ed.	Cal Young 2132013	1.0	1.0	- 0 -	- 0 -
Cooper, Caron C.	Reading	Cal Young 2132075	1.0	1.0	- 0 -	- 0 -
Curtis (Robyns), Janet H.	Communications	Cal Young 2132017	1.0	1.0	- 0 -	- 0 -
Dalcour, Gordon C.	Lang. Arts Spanish	Cal Young 2132053	1.0	1.0	- 0 -	- 0 -
Dudley, Byron H.	Junior High Asst. Prin.	Cal Young 2114040	1.0	1.0	- 0 -	- 0 -
Duncan, Harold	Physical Education	Cal Young 2132072	1.0	1.0	- 0 -	- 0 -
Early, Kevin	Counselor	Cal Young 2132019	1.0	1.0	- 0 -	- 0 -
Edwards, Marilyn Diane	Business Education	Cal Young 2132011	1.0	1.0	- 0 -	- 0 -
Erb, Ro[illegible]mary	Instrumental Music	Cal Young 2132046	1.[illegible]	.17	- 0 -	- 0[illegible]

School Cal Young Junior High School

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Funkhouser, James H.	Science	Cal Young 2132077	1.0	1.0	- 0 -	- 0 -
Garcia, Linda E.	Home Economics	Cal Young 2132039	1.0	1.0	- 0 -	- 0 -
Gentry, Gary L.	Physical Education	Cal Young 2132072	1.0	1.0	- 0 -	- 0 -
Halpern, Elizabeth	Math Science	Cal Young 2132065	.5	.5	- 0 -	- 0 -
Hand, Russell C.	Soc. Studies -R	Cal Young 2132087	1.0	1.0	- 0 -	- 0 -
Henry, Allan G.	Librarian	Cal Young 2132063	1.0	1.0	- 0 -	- 0 -
Johnson, Martin D.	Health P.E.	Cal Young 2132036	1.0	1.0	- 0 -	- 0 -
Jones, George S.	Music	Cal Young 2132069	1.0	1.0	- 0 -	- 0 -
Kennett, James	Social Studies	Cal Young 2132081	1.0	1.0	- 0 -	- 0 -
Kneeland, Kirk	Communic.	Cal Young 2132017	1.0	1.0	- 0 -	- 0 -
Madathil, Lizy C.	Mathematics	Cal Young 2132064	1.0	1.0	- 0 -	- 0 -
McClain, Denny R.	Science	Cal Young 2132077	1.0	1.0	- 0 -	- 0 -
McFadden, Scott	Mathematics	Cal Young 2132064	1.0	.5	- 0 -	Ed Center

School Cal Young Junior High

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Mills, John D.	Industrial Arts	Cal Young 2132041	1.0	1.0	- 0 -	- 0 -
Morris, Jack	Social Studies	Cal Young 2132081	1.0	1.0	- 0 -	- 0 -
Oleson, Donald D.	Social Studies	Cal Young 2132081	1.0	1.0	- 0 -	- 0 -
Palmer (Langton) Janice E.	Home Economics	Cal Young 2132039	1.0	1.0	- 0 -	- 0 -
Palmer, Penny J.	Physical Education	Cal Young 2132072	.5	.5	- 0 -	- 0 -
Parsons, Pearl	Communic.	Cal Young 2132017	1.0	1.0	- 0 -	- 0 -
Price, Margaret	Social Studies	Cal Young 2132081	1.0	.5	- 0 -	Sheldon
Ruiter, William W.	Industrial Arts	Cal Young 2132041	1.0	1.0	- 0 -	- 0 -
Samuelsen, Manford L.	Science	Cal Young 2132077	1.0	1.0	- 0 -	- 0 -
Schwandt, Alice K.	Mathematics	Cal Young 2132064	1.0	1.0	- 0 -	- 0 -
Spilman, Roma L.	Art	Cal Young 2132001	1.0	1.0	- 0 -	- 0 -
Steinhauer, Neal C.	Art	Cal Young 2132001	1.0	1.0	- 0 -	- 0 -
Turley, Cynthia	Communic.	Cal Young 2132017	1.0	1.0	- 0 -	- 0 -

School Cal Young Junior High

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Schulke, William	Junior High Principal	Cal Young 2112020	1.0	1.0	- 0 -	- 0 -
Bartram, Phyllis M.	Nurse	Health Ser. 4120040	1.0	.5	- 0 -	Awbrey Park .5
Donovan, Michael D.	Music	Cal Young 2132069	.60	.60	- 0 -	- 0 -
SanRomani, Kristen L.	Drama; English	2133031	1.0	1.0	- 0 -	Replaced Jacobsen, S - 0 -
REGULAR INSTRUCTIONAL STAFF TOTAL				35.77		
ADMINISTRATIVE STAFF TOTAL				2.00		
ANCILLARY STAFF TOTAL	(nurse)			.50		
TOTAL				38.27		

CLERICAL, CLASSIFIED EMPLOYEES BY SCHOOL (as of April 23, 1976)

School Cal Young Junior High

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Burgess, Ruth M.	JHS Secretary	Cal Young 2152020	1.0	1.0	- 0 -	- 0 -
Johnson, Mary M.	Clerk-Typist	2152010	1.0	1.0	- 0 -	- 0 -
Mayes, M. K.	Clerk-Typist	2152010	1.0	1.0	- 0 -	- 0 -
Sutherland, Jean	Clerk-Typist	2152010	1.0	1.0	- 0 -	- 0 -
Vangsnes, Dorothy	Clerk-Typist	2152010	.88	.88	- 0 -	- 0 -
Gory, Pauline	JHS Record Clerk	2152015	1.0	1.0	- 0 -	- 0 -
REGULAR CLERICAL STAFF TOTAL				5.88		

CERTIFIED EMPLOYEES BY SCHOOL (as of March 15, 1976)

School Action High

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Goodrich, Jaquelyn A.	Soc. Studies	2133094	.5	.5	-0-	-0-
James, Gilbert L.	Community Sch. Coord.	111001	1.0	1.0	-0-	-0-
McDonald, Barbara	English		1.0	1.0	-0-	-0-
Mohr, Linda J.	Arts & Crafts	2132003	.64	.14	-0-	Kennedy
Paddock, Susan	Soc. Stud.	2133094	.14	.14	-0-	-0-
Rohde, Susanne J.	Math/Science	2133079	.5	.5	-0-	-0-
Craven, Gary	Soc. Studies	2133094	1.00	1.0	-0-	Fall Term at NEHS
Certified FTE Transferred to Classified			.40	.40		
REGULAR INSTRUCTIONAL STAFF TOTAL				4.68		

CLERICAL, CLASSIFIED EMPLOYEES BY SCHOOL (as of April 23, 1976)

School Action High

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Gustin, Naomi M.	Secretary	2133089	1.0	.40	-0-	
Light, Karen H.	Prog. Aide	1358201	1.0	-0-	CETA 1.00	
CONVERTED CERTIFIED TIME			1.0	.60	-0-	.60 FTE - Naomi Gustin
REGULAR CLERICAL STAFF TOTAL				.40	1.0	
CONVERTED CERTIFIED TOTAL				.60	-0-	
TOTAL				1.00	1.00	

CERTIFIED EMPLOYEES BY SCHOOL (as of March 15, 1976)

School Churchill High

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Aldrich, Alan N.	English	Churchill 2133039	1.0	1.0	- 0 -	- 0 -
Aldy, Sharon A.	Phys. Educ.	Churchill 2133072	1.0	1.0	- 0 -	- 0 -
Allen, Phyllis I.	Mathematics	Churchill 2133078	1.0	1.0	- 0 -	- 0 -
Arca, Richard R.	Ind. Arts	Churchill 2133065	1.0	1.0	- 0 -	- 0 -
Baer, Marguerite	Librarian	Churchill 2133072	1.0	1.0	- 0 -	- 0 -
Baker, Richard W.	Eng./Germ.	Churchill 2133041	1.0	1.0	- 0 -	- 0 -
Barber, Robert M.	Science	Churchill 2133091	1.0	1.0	- 0 -	- 0 -
Beasley, Roy P.	Bus. Ed.	Churchill 2133014	1.0	1.0	- 0 -	- 0 -
Bell, Janeie L.	English	Churchill 2133039	.6	.6	- 0 -	- 0 -
Bloom, Mark	Lang. Arts	Churchill 2132051	1.0	1.0	- 0 -	- 0 -
Brace, Larry	Ind. Arts	Churchill 2133065	1.0	1.0	- 0 -	- 0 -
Brown, Sara	Health	Churchill 2133057	1.0	1.0	- 0 -	- 0 -

School Churchill High

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Brunken, Bonnie B.	English	Churchill 2133039	1.0	1.0	- 0 -	- 0 -
Burgess, Helen E.	French	Churchill 2133051	.4	.4	- 0 -	- 0 -
Cheldelin, Vicki L.	Reading	Churchill 2133090	1.0	1.0	- 0 -	- 0 -
Cross, Charlotte W.	Home Econ.	Churchill 2133061	1.0	1.0	- 0 -	- 0 -
Dennis, Anita L.	Phys. Educ.	Churchill 2133086	1.0	1.0	- 0 -	- 0 -
Doering, Richard S.	Drama, Engl.	Churchill 2133031	1.0	1.0	- 0 -	- 0 -
Ensign, Robert T.	Soc. Worker Drafting	Churchill 2133028	.4	.4	- 0 -	- 0 -
Garrison, Albert J.	Ind. Arts	Churchill 2133065	1.0	1.0	- 0 -	- 0 -
Goode, Orris L.	Soc. Studies	Churchill 2133094	1.0	1.0	- 0 -	- 0 -
Greening, Steven C.	Science	Churchill 2133091	1.0	1.0	- 0 -	- 0 -
Gudger, Denise	Counselor	Churchill 2133020	1.0	1.0	- 0 -	- 0 -
Halvorsen, Floyd	Mathematics	Churchill 2133078	1.0	1.0	- 0 -	- 0 -
Harg[illegible]ves, Mary J.	Soc. Studies	Churchill 2133094	1.[illegible]	1.0	- 0 -	- 0[illegible]

School Churchill High

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Harris, Kenneth	Soc. Studies	Churchill 2133094	1.0	1.0	- 0 -	- 0 -
Hocken, John A.	Math/Science	Churchill 2133079	1.0	1.0	- 0 -	- 0 -
Holbrook, Larry C.	Science	Churchill 2133091	1.0	1.0	- 0 -	- 0 -
Jackson, Paul N.	Mathematics	Churchill 2133078	1.0	1.0	- 0 -	- 0 -
James, Brian C.	Audio Visual	Churchill 2133006	1.0	1.0	- 0 -	- 0 -
Johnson, Stephen B.	Soc. Studies	Churchill 2133094	1.0	1.0	- 0 -	- 0 -
Johnson, Wanda L.	Counselor	Churchill 2133020	1.0	1.0	- 0 -	- 0 -
Jorgensen, Paul D.	Bus. Educ.	Churchill 2133014	1.0	1.0	- 0 -	- 0 -
Kuhl, Sherrie S.	Eng./Journ.	Churchill 2133042	1.0	1.0	- 0 -	- 0 -
Lewis, Royce W.	Orchestra	Churchill 2132070	1.0	.5	- 0 -	Ed. Center
Lourland, Daryl D.	English	Churchill 2133039	1.0	1.0	- 0 -	- 0 -
Manela, Robin E.	Science	Churchill 2133091	1.0	1.0	- 0 -	- 0 -
Martin, Jerome W.	Soc. Studies	Churchill 2133094	1.0	1.0	- 0 -	- 0 -

School Churchill High

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
McConnell, Carter	Mathematics	Churchill 2133078	1.0	1.0	- 0 -	- 0 -
McManus, Edward C.	Band	Churchill 2133011	1.0	.67	- 0 -	Jefferson .33
Messenger, Charles F.	Phys. Educ.	Churchill 2133086	1.0	1.0	- 0 -	- 0 -
Miksis, Joanne S.	Home Ec.	Churchill 2133061	.8	.8	- 0 -	- 0 -
Mohr, John A.	Soc. Studies	Churchill 2133094	1.0	1.0	- 0 -	- 0 -
Murray, Melvin L.	Bus. Educ.	Churchill 2133014	1.0	1.0	- 0 -	- 0 -
Myers, Joseph	Soc. Studies	Churchill 2133094	1.0	1.0	- 0 -	- 0 -
Newman, Donald	Choir	Churchill 2132016	1.0	.67	- 0 -	Kennedy
Nicksic, Marilyn	Child Care	Churchill 2133017	1.0	1.0	- 0 -	- 0 -
Nicksic, Michael P.	Phys. Educ.	Churchill 2133086	1.0	1.0	- 0 -	- 0 -
Ogan, Darlene	Bus. Educ.	Churchill 2133014	1.0	1.0	- 0 -	- 0 -
Ogan, Peter H.	English	Churchill 2133039	1.0	1.0	- 0 -	- 0 -
Ols[illegible] Michael F.	Phys. Educ.	Churchill 2133086	1[illegible]	.5	- 0 -	McCorna[illegible]

School Churchill High

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Osternig, Joyce	Home Ec.	Churchill 2133061	1.0	1.0	- 0 -	- 0 -
Parker, Gerald	Science	Churchill 2133091	1.0	1.0	- 0 -	- 0 -
Pheiffer, Robin J.	Spanish	Churchill 2133095	1.0	1.0	- 0 -	- 0 -
Pusateri, Beverly	Health	Churchill 2133057	.6	.6	- 0 -	- 0 -
Reyneke, Jane G.	Bus. Educ.	Churchill 2133014	1.0	1.0	- 0 -	- 0 -
Schoonhoven, William	Electronics	Churchill 2133037	1.0	.4	- 0 -	SEHS
Secton, Curtis P.	Phys. Educ.	Churchill 2133086	1.0	1.0	- 0 -	- 0 -
Shipley, Janet K.	Bus. Educ.	Churchill 2133014	1.0	1.0	- 0 -	- 0 -
Shirey, John R.	Mathematics	Churchill 2133078	1.0	1.0	- 0 -	- 0 -
Spady, Warren L.	Art	Churchill 2133002	1.0	1.0	- 0 -	- 0 -
Taylor, Stephen G.	Driver Ed.II	Churchill 2133034	1.0	1.0	- 0 -	- 0 -
Whipple Hilda	French	Churchill 2132028	1.0	.2	- 0 -	Sheldon .5
Wills, Gary W.	Counselor	Churchill 2133021	1.0	1.0	- 0 -	- 0 -

School Churchill High

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Yorges, R.J. Nichol	Counselor Driver Ed.	Churchill 2133021	1.0	1.0	- 0 -	- 0 -
Zollinger, Charles	Senior High Principal	Churchill 2133030	1.0	1.0	- 0 -	- 0 -
Ferrier, Kent A.	Sr. High Asst. Princ.	Churchill 2115050	1.0	1.0	- 0 -	- 0 -
Stolsig, Charles A.	Sr. High Asst. Princ.	Churchill 2115050	1.0	1.0	- 0 -	- 0 -
Lindstrom, Geraldine	Nurse	Churchill 2133083	1.0	1.0	- 0 -	- 0 -
Pickerd, Cheryl E.	Bus. Ed.	Churchill 2133014	1.0	1.0	- 0 -	- 0 -
Ryker, Carolyn L.	English	Churchill 2133039	1.0	1.0	- 0 -	- 0 -
Certified FTE transferred to classified			.70	.70		Gained 1.00 Classified FTE
Regular Instructional Staff Total				63.44		
Administrative Staff Total	Principal Vice, Asst.			3.00		
Ancillary Staff Total	Nurse			1.00		
Tota				67.44		

CLERICAL, CLASSIFIED EMPLOYEES BY SCHOOL (as of April 23, 1976)

School Churchill High

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Faatz, Shirley L.	Sr. High Secretary	2153035	1.0	1.0	- 0 -	- 0 -
Cox, Marilynn E.	Sr. High Clk-Typist	2153005	1.0	1.0	- 0 -	- 0 -
Emerson, Aladene	" "	" "	1.0	1.0	- 0 -	- 0 -
Ivy, Theda	" "	" "	.38	.38	- 0 -	- 0 -
Truesdell, Vivian B.	" "	" "	.50	.50	- 0 -	- 0 -
Tucker, Alice	" "	" "	1.0	1.0	- 0 -	- 0 -
Cornish, Katherine	Sr. High Libr. Clk.	2153010	1.0	1.0	- 0 -	- 0 -
Sims, Barbara F.	" "	" "	1.0	1.0	- 0 -	- 0 -
Rhodes, Elaine H.	Sr. High Attend. Clk.	2153015	1.0	1.0	- 0 -	- 0 -
Mickel, Mary H.	Sr. high Gen.Off.Clk.	2153020	1.0	1.0	- 0 -	- 0 -
Lee, Beverly	Sr. High Stud.Rec.Clk	2153025	1.0	1.0	- 0 -	- 0 -
Richardson, Marian	Finance Clk.	2153030	1.0	1.0	- 0 -	- 0 -

CLERICAL, CLASSIFIED EMPLOYEES BY SCHOOL (as of April 23, 1976)

School Churchill High

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Cornish, Kay	Sr. High Clk-Typist	2153010	1.0	1.0	- 0 -	converted certified time
Regular Clerical Staff Total				10.88		
Converted Certified FTE Total				1.00		
TOTAL				11.88		

CERTIFIED EMPLOYEES BY SCHOOL (as of March 15, 1976)

School North Eugene High

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Aday, James L.	English	North Eug. 2133039	1.0	1.0	- 0 -	- 0 -
Anderson, Robert E.	Counselor	North Eug. 2133020	1.0	1.0	- 0 -	- 0 -
Ashley-Vranas, Diana A.	Soc. Studies	North Eug. 2133094	1.0	1.0	- 0 -	- 0 -
Bach, Richard	Math	North Eug. 2133078	1.0	1.0	- 0 -	- 0 -
Baldwin, Dean	Counselor	North Eug. 2133020	1.0	1.0	- 0 -	- 0 -
Barnum, Daniel	Bus. Educ.	North Eug. 2133014	1.0	1.0	- 0 -	- 0 -
Bendix, Henry E.	Phys. Educ.	North Eug. 2133086	1.0	1.0	- 0 -	- 0 -
Berg, Susan F.	Bus. Educ.	North Eug. 2133014	1.0	1.0	- 0 -	- 0 -
Blair, Gerald H.	Soc. Studies	North Eug. 2133094	1.0	1.0	- 0 -	- 0 -
Bogan, Jacqueline	Phys. Educ.	North Eug. 2133086	1.0	1.0	- 0 -	- 0 -
Brinton, Joe W.	Dist. Educ.	North Eug. 2133025	.8	.8	- 0 -	- 0 -
Carmichael, James	Ind. Arts	North Eug. 2133065	1.0	1.0	- 0 -	- 0 -

School North Eugene High

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Ching, Ellen	Librarian	North Eug. 2133072	1.0	1.0	- 0 -	- 0 -
Chinn, Ray G.	Health-P.E.	North Eug. 2133059	1.0	1.0	- 0 -	- 0 -
Cobb, Lucille H.	Counselor	North Eug. 2133020	1.0	1.0	- 0 -	- 0 -
Connell, Daniel E.	Soc. Studies	North Eug. 2133094	1.0	1.0	- 0 -	- 0 -
Cunningham, Margaret	English	North Eug. 2133039	1.0	1.0	- 0 -	- 0 -
Davis, Dennis	Math	North Eug. 2133078	1.0	1.0	- 0 -	- 0 -
Doornink, Douglas	English	North Eug. 2133039	1.0	1.0	- 0 -	- 0 -
Doornink, Jon	Science	North Eug. 2133091	1.0	1.0	- 0 -	- 0 -
Flowerdew, Marvin	Ind. Educ.	North Eug. 2133068	1.0	1.0	- 0 -	- 0 -
Gross, Raymond	Math	North Eug. 2133078	1.0	1.0	- 0 -	- 0 -
Hall, Wendell	Math	North Eug. 2133078	1.0	1.0	- 0 -	- 0 -
Handran, Stephen L.	Soc. Studies	North Eug. 2133094	1.0	1.0	- 0 -	- 0 -
Hans[illegible] Jr., Paul O.	Soc. Studies	North-Eug. 2133094	1[illegible]	1.0	- 0 -	- 0[illegible]

School North Eugene High

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Hoback, Dean D.	Ind. Educ.	North Eug. 2133068	1.0	1.0	- 0 -	- 0 -
Holland, C. Bernard	Soc. Studies	North Eug. 2133094	1.0	1.0	- 0 -	- 0 -
Hull, George H.	English	North Eug. 2133039	1.0	1.0	- 0 -	- 0 -
Ingerson, Gayle L.	Bus. Educ.	North Eug. 2133014	1.0	1.0	- 0 -	- 0 -
Kaspar, Jule	Science	North Eug. 2133091	1.0	1.0	- 0 -	- 0 -
Kauffman, Pamela	English	North Eug. 2133039	1.0	1.0	- 0 -	- 0 -
Kellogg, Merrill E.	Ind. Arts	North Eug. 2133065	1.0	1.0	- 0 -	- 0 -
Krupicka, George	Math	North Eug. 2133078	1.0	1.0	- 0 -	- 0 -
Lamb, Louana	Bus. Educ.	North Eug. 2133014	1.0	1.0	- 0 -	- 0 -
Lancaster, Ronald L.	Soc. Studies	North Eug. 2133094	1.0	1.0	- 0 -	- 0 -
Lang, Doris A.	Art	North Eug. 2133002	1.0	1.0	- 0 -	- 0 -
Leslie, Donald P. Jr.	Physics	North Eug. 2133085	1.0	.80	- 0 -	Sheldon .2
Lind, Ralph R.	Counselor	North Eug. 2133020	1.0	1.0	- 0 -	- 0 -

School North Eugene High

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Logue, Ronald A.	Physics	North Eug. 2133082	1.0	1.0	- 0 -	- 0 -
Lundgren, Claudine W.	For. Lang.	North Eug. 2133046	1.0	1.0	- 0 -	- 0 -
MacClennon, Eliz	Soc. Studies	North Eug. 2133094	1.0	1.0	- 0 -	- 0 -
Melary, E. Virginia	Libr. Asst.	North Eug 2133074	1.0	1.0	- 0 -	- 0 -
Merker, Herbert	German	North Eug. 2133053	.6	.6	- 0 -	- 0 -
Miles, Robert J.	Ind. Educ.	North Eug. 2133068	1.0	1.0	- 0 -	- 0 -
Miller, Brenda J.	Home Econ.	North Eug. 2133061	1.0	1.0	- 0 -	- 0 -
Mills, Rex L.	Science	North Eug. 2133091	1.0	1.0	- 0 -	- 0 -
Moorehead, Maxine	Bus. Educ.	North Eug. 2133014	1.0	1.0	- 0 -	- 0 -
Newell, Jerry C.	English	North Eug. 2133039	1.0	1.0	- 0 -	- 0 -
Norman, Robert D.	Voc. Music	North Eug. 2133099	1.0	.6	- 0 -	Kelly
O'Conner, James P.	Soc. Stud.	North Eug. 2133094	1.0	1.0	- 0 -	- 0 -
Pend[illegible]rass, Norah	Eng./French	North Eug. 2133040	1.[illegible]	1.0	- 0 -	- 0

School North Eugene High

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Peters, Gloria J.	Music	North Eug. 2133082	1.0	.5	- 0 -	Ed. Center
Ragsdale, Thomas L.	Dr. Educ.	North Eug. 2133033	1.0	1.0	- 0 -	- 0 -
Rear, Michael	English	North Eug. 2133039	1.0	1.0	- 0 -	- 0 -
Reed, Helen	English	North Eug. 2133039	1.0	1.0	- 0 -	- 0 -
Reed, John	Soc. Studies Ath. Dir.	North Eug. 2133092	1.0	1.0	- 0 -	- 0 -
Robertson, Lenard K.	Health	North Eug. 2133057	1.0	1.0	- 0 -	- 0 -
Roos, Gunnar	Audio Visual	North Eug. 2133006	1.0	1.0	- 0 -	- 0 -
Ross, Alma	Nurse Health Careers	North Eug. 21330??	1.0	.6 Nurse .4 Teaching	- 0 -	- 0 -
Sappington, John P.	Phys. Educ.	North Eug. 2133086	1.0	1.0	- 0 -	- 0 -
Saxton, Robert	Biology	North Eug. 2133013	1.0	1.0	- 0 -	- 0 -
Scott, James H.	Dr. Educ.	North Eug. 2133033	1.0	1.0	- 0 -	- 0 -
Selby, Garry R.	Phys. Educ.	North Eug. 2133086	1.0	1.0	- 0 -	- 0 -
Sprague, Louise	Home Econ.	North Eug. 2133061	1.0	1.0	- 0 -	- 0 -

School North Eugene High

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Stahlberg, Bonnita M.	English	North Eug. 2133039	1.0	1.0	- 0 -	- 0 -
Standifer, Mary	Phys. Ed.	North Eug. 2133086	1.0	1.0	- 0 -	- 0 -
Stone, Tom A.	Math.	North Eug. 2133078	1.0	1.0	- 0 -	- 0 -
Taylor, Catherine A.	English	North Eug. 2133039	1.0	1.0	- 0 -	- 0 -
Viohl, Terry C.	Physical Ed.	North Eug. 2133086	1.0	1.0	- 0 -	- 0 -
Wiseman, Joseph C.	Art	North Eug. 2133002	1.0	1.0	- 0 -	- 0 -
Simmons, Bert	Sr. High Principal	North Eug. 2113030	1.0	1.0	- 0 -	- 0 -
Bergman, Betty	Sr. High Asst. Principal	North Eug. 2115050	1.0	1.0	- 0 -	- 0 -
Hollister, Jack C.	Jr. High Asst. Princ.	North Eug. 2114040	1.0	.5	- 0 -	Working full time at Madison
Newland, Robert W.	Sr. High Asst. Princ.	North Eug. 2115050	1.0	1.0	- 0 -	- 0 -
McLaughlin, Marion	Nurse Health Clerk	Hlth.Svcs.	1.0	.5 Nurse .5 Classified	- 0 -	- 0 -
Cooper, Hiett G.	English	North Eug. 2133039	1.0	1.0	- 0 -	Came in January

School North Eugene High

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Regular Instructional Staff Total				68.70 FTE		
Administrative Staff Total				3.50		
Ancillary Staff Total	Nurse			1.10		
Total				73.30		

CLERICAL, CLASSIFIED EMPLOYEES BY SCHOOL (as of April 23, 1976)

School North Eugene High

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Swearingen, L. F.	Sr. High Secretary	2153035	1.0	1.0	- 0 -	- 0 -
Alexander, Ladelle	Sr. High Clk-Typist	2153005	.75	.75	- 0 -	- 0 -
Carney, Rosemary	Sr. High Clk-Typist	2153005	1.0	1.0	- 0 -	- 0 -
Fulps, Shirley A.	Sr. High Clk-Typist	2153005	.75	.75	- 0 -	- 0 -
Jorgensen, Grace I.	Sr. High Clk-Typist	2153005	.50	.50	- 0 -	- 0 -
Nasholm, Beverly J.	Sr. High Clk-Typist	2153005	.75	.75	- 0 -	- 0 -
Sanders, D. B.	Sr. High Clk-Typist	2153005	.75	.75	- 0 -	- 0 -
Steele, Ruth	Sr. High Clk-Typist	2153005	1.0	1.0	- 0 -	- 0 -
Krause, V. L.	Sr. High Libr. Clk.	2153010	1.0	1.0	- 0 -	- 0 -
Warren, Hazel	Sr. High Attend. Clk	2153015	1.0	1.0	- 0 -	- 0 -
Olson, Gwen	Sr. High Office Clk.	2153020	.75	.75	- 0 -	- 0 -
Jager[illegible]lizabeth	Sr. High Stud. Rec.Clk	2153025	1[illegible]	1.0	- 0 -	- 0[illegible]

School North Eugene High

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Allan, Laura M.	Sr. High Finance Clk	2153030	1.0	1.0	- 0 -	- 0 -
Regular Clerical Staff Total				11.25		

CERTIFIED EMPLOYEES BY SCHOOL (as of March 15, 1976)

School Sheldon High

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Anderson, Wilhelm	Counselor	Sheldon 2133020	1.0	1.0	- 0 -	- 0 -
Barker, Marolyn	Home Econ.	Sheldon 2133061	1.0	1.0	- 0 -	- 0 -
Beat, Mildred	English	Sheldon 2133039	1.0	1.0	- 0 -	- 0 -
Beaudet, Harold	Soc. Studies	Sheldon 2133094	1.0	1.0	- 0 -	- 0 -
Biehl, Glenn A.	Soc. Studies	Sheldon 2133094	1.0	1.0	- 0 -	- 0 -
Bliss, Kenneth O.	Soc. Studies	Sheldon 2133094	1.0	1.0	- 0 -	- 0 -
Bourgeois, James J.	Inst. Music	Sheldon 2133046	1.0	.5	- 0 -	Monroe .17
Bowen, Thomas E.	Phys. Educ.	Sheldon 2133086	1.0	1.0	- 0 -	- 0 -
Buskirk, Marilyn J.	Nurse	Sheldon 2133083	1.0	1.0	- 0 -	- 0 -
Chiapuzio, John P.	Ath. Dir.	Sheldon 2133004	1.0	1.0	- 0 -	- 0 -
Creed, Diana F.	Spanish	Sheldon 2133095	.6	.6	- 0 -	- 0 -
Cutler, Georgia L.	Phys. Educ.	Sheldon 2133086	1[illegible]	1.0	- 0 -	- 0[illegible]

School Sheldon High

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Dishman, Cynthia J.	Div. Occup. (EMR)	Sheldon 2133026	1.0	1.0	- 0 -	- 0 -
Doyle, Richard L.	Dr. Educ. Phys. Ed.	Sheldon 2133036	1.0	1.0	- 0 -	- 0 -
Folker, Robert G.	English	Sheldon 2133039	1.0	1.0	- 0 -	- 0 -
Fraser, William	Biology	Sheldon 2133013	1.0	1.0	- 0 -	- 0 -
Gilliland, Harold E.	Math	Sheldon 2133078	1.0	1.0	- 0 -	- 0 -
Gisborne, Patricia M.	Art	Sheldon 2133002	.8	.8	- 0 -	- 0 -
Hardin, Jan C.	Phys. Educ.	Sheldon 2131085	1.0	.5	- 0 -	Willakenzie
Herbert, Rodger D.	Biology	Sheldon 2133013	1.0	1.0	- 0 -	- 0 -
Hinman, Doyle W.	Media Spec.	Sheldon 2131077	1.0	1.0	- 0 -	- 0 -
Hulburt, John M.	Ind. Educ.	Sheldon 2133078	1.0	1.0	- 0 -	- 0 -
Jackson, Susan E.	Crafts	Sheldon	1.0	1.0	- 0 -	- 0 -
Jacobson, Darlyne D.	Bus. Educ.	Sheldon 2133014	1.0	1.0	- 0 -	- 0 -
John, Leonard	Band Photography	Sheldon 2133010	1.0	1.0	- 0 -	- 0 -

School Sheldon High

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Johnson, Edward C.	English	Sheldon 2133039	1.0	1.0	- 0 -	- 0 -
Kennedy, Jack H.	Electronics	Sheldon 2133037	1.0	1.0	- 0 -	- 0 -
Kessinger, Philip C.	Soc. Studies	Sheldon 2133094	1.0	1.0	- 0 -	- 0 -
Keuter, Jerry L.	English	Sheldon 2133039	1.0	1.0	- 0 -	- 0 -
Lathen, Wesley W.	Ind. Educ.	Sheldon 2133068	1.0	1.0	- 0 -	- 0 -
Leslie, Donald P. Jr.	Physics	Sheldon 2133085	1.0	.2	- 0 -	NEHS .8
Loudon, Ernest M.	Soc. Studies	Sheldon 2133094	1.0	1.0	- 0 -	- 0 -
Ludwig, Dennis M.	Phys. Educ.	Sheldon 2133086	1.0	.5	- 0 -	Willagillespie
Markworth, Carl G.	Drama	Sheldon 2133029	1.0	1.0	- 0 -	- 0 -
McCulloch, Robert H.	English	Sheldon 2133039	1.0	1.0	- 0 -	- 0 -
Odell, Verlin H.	Bus. Educ.	Sheldon 2133014	1.0	1.0	- 0 -	- 0 -
Olds, Horace	Soc. Studies	Sheldon 2133094	1.0	1.0	- 0 -	- 0 -
Patt[illegible] Glenn	Vocal Music	Sheldon 2133099	1[illegible]	1.0	- 0 -	- 0[illegible]

School Sheldon High

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Payne, William K.	English	Sheldon 2133039	1.0	1.0	- 0 -	- 0 -
Price, Margaret	Soc. Studies	Sheldon 2132081	1.0	.5	- 0 -	Cal Young
Rayborn, Carolyn	Phys. Educ.	Sheldon 2133086	1.0	1.0	- 0 -	- 0 -
Richardson, Fred T.	Math	Sheldon 2133078	1.0	1.0	- 0 -	- 0 -
Roop, Price H.	Math	Sheldon 2133078	1.0	1.0	- 0 -	- 0 -
Ryan, Lorraine	Counselor	Sheldon 2133020	1.0	1.0	- 0 -	- 0 -
Schulz, Marna M.	English	Sheldon 2133039	1.0	1.0	- 0 -	- 0 -
Shaver, Harold	Bus. Educ.	Sheldon 2133014	1.0	1.0	- 0 -	- 0 -
Shilling, Leon R.	Math	Sheldon 2133078	1.0	1.0	- 0 -	- 0 -
Shirk, Malcolm	Biology	Sheldon 2133013	1.0	1.0	- 0 -	- 0 -
Sky, Nicholas	Science	Sheldon 2133091	.83	.83	- 0 -	- 0 -
Stevenson, Alina N.	German	Sheldon 2133053	.80	.80	- 0 -	- 0 -
Stimac, Terry M.	Counselor	Sheldon 2133020	1.0	1.0	- 0 -	- 0 -

School Sheldon High

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Thomas, A. Joyce	Counselor	Sheldon 2133020	.4	.4	- 0 -	- 0 -
Tippens, Katherine A.	Eng/Speech	Sheldon 2133044	1.0	1.0	- 0 -	- 0 -
Tormey, Lynne A.	Home Econ.	Sheldon 2133061	1.0	1.0	- 0 -	- 0 -
Veeck, Shirley	Phys. Educ.	Sheldon 2133086	1.0	1.0	- 0 -	- 0 -
Viers, Victor D.	English	Sheldon 2133039	1.0	1.0	- 0 -	- 0 -
Wells, Elizabeth	English	Sheldon 2133039	1.0	1.0	- 0 -	- 0 -
Whipple, Hilda	French	Sheldon 2132028	1.0	.6	- 0 -	Churchill .4
Wilson, John H.	Mathematics	Sheldon 2133078	1.0	1.0	- 0 -	- 0 -
Wilson, Russell M.	Soc. Studies	Sheldon 2133094	1.0	1.0	- 0 -	- 0 -
Wolf, Keith A.	Librarian	Sheldon 2133072	1.0	1.0	- 0 -	- 0 -
Wouda, Donald	Dr. Educ.	Sheldon 2133033	1.0	1.0	- 0 -	- 0 -
Zingo, Joseph A.	Stage Craft EMR	Sheldon 2133097	1.0	.6 EMR .4 Teaching	- 0 -	- 0 -
Flyn[illegible] C. Wayne	Sr. High Principal	Sheldon 2133030	1.[illegible]	1.0	- 0 -	- 0

School Sheldon High

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Hyerstay, Russell H.	Sr. High Asst. Princ.	Sheldon 2115050	1.0	1.0	- 0 -	- 0 -
Moursund, Robert A.	Sr. High Asst. Princ.	Sheldon 2115050	1.0	1.0	- 0 -	- 0 -
Finch, Ester	Mentally Retarded	EMR 2123076	1.0	1.0	- 0 -	- 0 -
Olander, Dale L.	Mentally Ret (Spec. Ed.)	EMR 2123076	1.0	1.0	- 0 -	- 0 -
Coons, Lynn H.	Adm. Intern	2131003	1.0	Adm. 1.0	- 0 -	- 0 -
Dick, Shirley M.	Bus. Ed.	2133014	1.0	1.0		
Regular Instructional Staff Total				57.63		
Administrative Staff Total	Principal Vice/Assist ~~Intern~~			4.00		
Spec. Educ. Staff Total	EMR			2.60		
Ancillary Staff Total	Nurse			1.00		
Total				65.23		

CLERICAL, CLASSIFIED EMPLOYEES BY SCHOOL (as of April 23, 1976)

School Sheldon High

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Eberhardt, Amaryllis	Sr. High Secretary	2153035	1.0	1.0	- 0 -	- 0 -
Crance, Betty E.	Sr. High Clk-Typist	2153065	.69	.69	- 0 -	- 0 -
Owens, Dorothy	Sr. High Clk-Typist	2153005	1.0	1.0	- 0 -	- 0 -
Pickett, Geraldine	Sr. High Clk-Typist	2153005	1.0	1.0	- 0 -	- 0 -
Smith, Delores	Sr. High Clk-Typist	2153005	1.0	1.0	- 0 -	- 0 -
Currey, Linda B.	Sr. High Gen.Off.Clk	2153006	1.0	1.0	- 0 -	- 0 -
Helvogt, Marie	Sr. High Libr. Clk	2153010	1.0	1.0	- 0 -	- 0 -
Ferguson, Joyce	Sr. High Attend. Clk	2153015	1.0	1.0	- 0 -	- 0 -
Bennett, L. M.	Sr. High Stud.Rec.Clk	2153025	1.0	1.0	- 0 -	- 0 -
Hirst, Donna B.	Sr. High Finance Clk	2153030	1.0	1.0	- 0 -	- 0 -
Regu[illegible] Clerical Staff Total				9.69		

CERTIFIED EMPLOYEES BY SCHOOL (as of March 15, 1976)

School South Eugene High

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Adkins, Marlin M.	Drafting	South Eug. 2133028	1.0	1.0	- 0 -	- 0 -
Albright, Patrick	Journalism	South Eug. 2133070	.6	.6	- 0 -	- 0 -
Amick, Loyd	Ath. Director	South Eug. 2133004	1.0	1.0	- 0 -	- 0 -
Bach, Sue	French	South Eug. 2133051	1.0	1.0	- 0 -	- 0 -
Ballester, Marilyn E.	Counselor	South Eug. 2133020	1.0	1.0	- 0 -	- 0 -
Banfield, Joan S.	Librarian Assistant	South Eug. 2133074	1.0	1.0	- 0 -	- 0 -
Barker, Barbara	Counselor	South Eug. 2133020	1.0	1.0	- 0 -	- 0 -
Cooper, John M.	English	South Eug. 2133039	1.0	1.0	- 0 -	- 0 -
Cutler, Edward W.	Phys. Educ.	South Eug. 2133086	1.0	1.0	- 0 -	- 0 -
Debusman, James R.	Voc. Music	South Eug. 2133099	1.0	1.0	- 0 -	- 0 -
Dey, Winifred	Librarian	South Eug. 2133072	1.0	1.0	- 0 -	- 0 -
Embree, Richard	Ind. Educ.	South Eug. 2133068	1.0	1.0	- 0 -	- 0 -

School South Eugene High

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
English, Marjorie	Phys. Educ.	South Eug. 2133086	1.0	1.0	- 0 -	- 0 -
Fisher, M. Laurel	English	South Eug. 2133039	.8	.8	- 0 -	- 0 -
Fletcher, Albert H.	Soc. Studies	South Eug. 2133094	1.0	1.0	- 0 -	- 0 -
Freeman, Charles P.	Ind. Educ.	South Eug. 2133068	1.0	1.0	- 0 -	- 0 -
Freeman, Delvis	Dr. Educ.	South Eug. 2133033	1.0	1.0	- 0 -	- 0 -
Freeman, James	Soc. Studies	South Eug. 2133094	1.0	1.0	- 0 -	- 0 -
Giddens, Gene H.	Metals Ind.	South Eug. 2133080	1.0	1.0	- 0 -	- 0 -
Gjesvold, Jerome D.	Health/P.E.	South Eug. 2133059	1.0	1.0	- 0 -	- 0 -
Glick, Stanley	Science	South Eug. 2133091	1.0	1.0	- 0 -	- 0 -
Goss, Chal C.	Bus. Educ.	South Eug. 2133014	1.0	1.0	- 0 -	- 0 -
Hayes, Merle C.	Counselor	South Eug. 2133020	1.0	1.0	- 0 -	- 0 -
Herr, Rudy T.	Math	South Eug. 2133078	1.0	1.0	- 0 -	- 0 -
Hugh Allan E.	Science	South Eug. 2133091	1.	1.0	- 0 -	- 0

School South Eugene High

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Johnson, Harold V.	Phys. Educ.	South Eug. 2133086	1.0	1.0	- 0 -	- 0 -
Jones, Dale O.	Math	South Eug. 2133078	1.0	1.0	- 0 -	- 0 -
Kane, Robert	Counselor	South Eug. 2133020	1.0	1.0	- 0 -	- 0 -
Kimball, Jeannette K.	Mathematics	South Eug. 2133078	1.0	1.0	- 0 -	- 0 -
Kindred, Burdette	Soc. Studies	South Eug. 2133094	1.0	1.0	- 0 -	- 0 -
Koehler, Loretta M.	English	South Eug. 2133039	.7	.7	- 0 -	- 0 -
Leinbach, Albert D.	English	South Eug. 2133039	1.0	1.0	- 0 -	- 0 -
Long, Richard M.	Inst. Music	South Eug. 2132046	1.0	.2	- 0 -	Roosevelt .46 Sp. Btte. .17
McLendon, Elinor	English	South Eug. 2133039	1.0	1.0	- 0 -	- 0 -
Mellem, Duane R.	Phys. Educ.	South Eug. 2133086	1.0	1.0	- 0 -	- 0 -
Miller, Grace	Soc. Studies	South Eug. 2133094	1.0	1.0	- 0 -	- 0 -
Milton, Barbara A.	Crafts	South Eug. 2133023	1.0	1.0	- 0 -	- 0 -
Morris, Anne	Home Ec.	South Eug. 2133061	1.0	1.0	- 0 -	- 0 -

School South Eugene High

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Munro, Ann H.	Soc. Studies	South Eug. 2133094	1.0	1.0	- 0 -	- 0 -
Nale, David K.	Drama	South Eug. 2133029	1.0	1.0	- 0 -	- 0 -
O'Donnell, John L.	Science	South Eug. 2133091	1.0	1.0	- 0 -	- 0 -
Paul, Richard A.	Social Stud.	South Eug. 2133094	1.0	1.0	- 0 -	- 0 -
Perry, Laurence	Social Stud.	South Eug. 2133094	1.0	1.0	- 0 -	- 0 -
Peterson, George P.	Bus. Educ.	South Eug. 2133014	1.0	1.0	- 0 -	- 0 -
Prichard, Gary L.	Dist. Educ.	South Eug. 2133025	1.0	1.0	- 0 -	- 0 -
Reanier, Elizabeth	Math	South Eug. 2133078	1.0	1.0	- 0 -	- 0 -
Rehfeld, Lawrence	Social Stud.	South Eug. 2133094	1.0	1.0	- 0 -	- 0 -
Rose, Nancy E.	Forensics	South Eug. 2133048	1.0	1.0	- 0 -	- 0 -
Scheeland, Richard A.	English	South Eug. 2133039	.6	.6	- 0 -	- 0 -
Schoonhoven, William	Electronics	South Eug. 2133037	1.0	.6	- 0 -	Churchill
Schw[illegible]e, Barbara J.	Bus. Educ.	South Eug. 2133014	1.[illegible]	1.0	- 0 -	- 0 [illegible]

School South Eugene High

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Sly, Virginia	English	South Eug. 2133039	1.0	1.0	- 0 -	- 0 -
Snyder, James A.	Auto Mech.	South Eug. 2133009	1.0	1.0	- 0 -	- 0 -
Strothers, Robert	Math	South Eug. 2133078	1.0	1.0	- 0 -	- 0 -
Stroud, James M.	English	South Eug. 2133039	1.0	1.0	- 0 -	- 0 -
Tarzaban, Abdulla	Math	South Eug. 2133078	1.0	1.0	- 0 -	- 0 -
Ten Brinke, Dirk	Science	South Eug. 2133091	1.0	1.0	- 0 -	- 0 -
Thurn, Wilbert L.	Audio Visual	South Eug. 2133006	1.0	1.0	- 0 -	- 0 -
Trusty, Glen	Soc. Studies	South Eug. 2133094	1.0	1.0	- 0 -	- 0 -
Turner, Stanton B.	Soc. Studies	South Eug. 2133094	1.0	1.0	- 0 -	- 0 -
Van, Maurice A.	Art	South Eug. 2133002	1.0	1.0	- 0 -	- 0 -
Veldhuisen, Jacob	Soc. Studies	South Eug. 2133094	1.0	1.0	- 0 -	- 0 -
Villanueva, Bert	For. Lang.	South Eug. 2133046	1.0	1.0	- 0 -	- 0 -
Wood (Volker), Arlene	Phys. Ed.	South Eug. 2133086	.8	.8	- 0 -	- 0 -

School South Eugene High

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Ward, Lloyd	Dr. Educ.	South Eug. 2133033	1.0	1.0	- 0 -	- 0 -
Watts, Kevin P.	Dr. Educ.	South Eug. 2133033	.6	.6	- 0 -	- 0 -
Webking, Gerald	German	South Eug. 2133053	1.0	1.0	- 0 -	- 0 -
Wilcox, Heloise Anne	Phys. Educ.	South Eug. 2133086	1.0	1.0	- 0 -	- 0 -
Wiley, Lee Ann	Home Ec. Home Tchr.	South/Ed Svc 2133061	1.0	.80	.20	Home Teacher
Williams, Charles R.	Science	South Eug. 2133091	1.0	1.0	- 0 -	- 0 -
Wilson, Harriet	English	South Eug. 2133039	1.0	1.0	- 0 -	- 0 -
Wilson, Walter, C.	Music	South Eug. 2133082	.67	.67	- 0 -	- 0 -
Zuercher, Robert M.	Math	South Eug. 2133078	1.0	1.0	- 0 -	- 0 -
Moffit, R. Clifford	Sr. High Principal	South Eug. 2133030	1.0	1.0	- 0 -	- 0 -
DeFrank, Arline B.	Sr. High Asst. Princ.	South Eug. 2115050	1.0	.5	- 0 -	Roosevelt
Hill, Wayne P.	Sr. High Asst. Princ.	South Eug. 2115050	1.0	1.0	- 0 -	- 0 -
Pers[illegible]n, William W.	Sr. High Asst. Princ.	South Eug. 2115050	1[illegible]	1.0	- 0 -	- 0

School South Eugene High

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Nichols, Patricia A.	Nurse	Hlth Svcs 2133083	1.0	1.0	- 0 -	- 0 -
Regular Instructional Staff Total				69.37	.20	
Administrative Staff Total	Principals, Vice, Asst.			3.50		
Ancillary Staff Total	Nurse			1.00		
Total				73.87	.20	

CLERICAL, CLASSIFIED EMPLOYEES BY SCHOOL (as of April 23, 1976)

School South Eugene High

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Jessen, Theona	Sr. High Secretary	2153035	1.0	1.0	- 0 -	- 0 -
Brockett, L. M.	Sr. High Clk-Typist	2153005	1.0	1.0	- 0 -	- 0 -
Alguire, Barb J.	Sr. High Clk-Typist	2153005	.75	.75	- 0 -	- 0 -
Harden, Maxine	Sr. High Clk-Typist	2153005	1.0	1.0	- 0 -	- 0 -
Larkin, D. M.	Sr. High Clk-Typist	2153005	.50	.50	- 0 -	- 0 -
Pfeiffer, Bobbie	Sr. High Clk-Typist	2153005	.63	.63	- 0 -	- 0 -
Pierce, Donna	Sr. High Clk-Typist	2153005	.44	.44	- 0 -	- 0 -
Riley, Sally S.	Sr. High Clk-Typist	2153005	.50	.50	- 0 -	- 0 -
Thurn, Marion R.	Sr. High Clk-Typist	2153005	.50	.50	- 0 -	- 0 -
Bundrant, Ida	Sr. High Libr. Clk	2153010	1.0	1.0	- 0 -	- 0 -
Ingram, F. Irene	Sr. High Attend. Clk.	2153015	1.0	1.0	- 0 -	- 0 -
Markworth, Cheryl	Sr. High Gen. Off. Clk	2153021	1.[illegible]	1.0	- 0 -	- 0

CLERICAL, CLASSIFIED EMPLOYEES BY SCHOOL (as of April 23, 1976)

School South Eugene High

Staff

Name	Job Title	Job Title Number	Total FTE in District	Total FTE Paid By District at This School	Total FTE Paid by Other Sources at This School	Other Schools at Which Employee Works
Enbysk, Dorothy J.	Student Rec. Clk.	2153025	1.0	1.0	- 0 -	- 0 -
Rarick, Lillian	Finance Clk.	2153030	1.0	1.0	- 0 -	- 0 -
Fielder, Carol A.	Sub. Sec.	2155001	.5	.5	- 0 -	- 0 -
Regular Clerical Staff Total				11.82		